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# **PROFESSIONAL DEVELOPMENT OF SENIOR STAFF OF SECONDARY SCHOOLS IN BRUNEI DARUSSALAM**

**ABDULLAH AWANG LAMPOH**

**A thesis submitted to the University of Bristol in accordance with the requirements of the  
degree of Doctor of Philosophy in the Faculty of Social Science, School of Education**

**April 1997**

## SYNOPSIS

The purpose of this study is to improve the professional development of senior staff of secondary schools in Brunei Darussalam. The literature suggests that professional development of senior staff of secondary schools involves identifying the professional development needs of the senior staff concerned and fulfilling the needs with professional development activities.

The study is divided into three parts. The first part deals with the introduction, the review of the literature and conceptual framework and research methodology of the study. In the introduction, readers are explained the location, purpose, objectives, research questions, theoretical and conceptual orientation, methodology, significance of the study, and the format of the study. The review of the literature focuses on the professional development of senior staff of secondary schools in other developed and developing countries. In particular the review focuses on some of the major aspects of professional development. These include the senior staff's experience, tasks, selection, training, training or professional development needs, and ways of meeting the needs; the levels and the inter-link between them. In the methodology section, readers are explained about the methods and instruments used to identify the professional development needs of the senior staff concerned and the ways of meeting the needs. There are two possible methods of identifying professional development needs. Needs may be identified by basing them on the experience of the senior staff concerned. This is based on the assumption that the higher the level of experience, the higher the level of needs; and vice versa. Needs may also be identified by basing them on the tasks senior staff perform. This is based on the assumption that training should be based on the actual tasks being performed. The higher the level of tasks, the higher the level of needs; and vice versa. Thus experience, tasks, and professional development needs are inter-linked with one another. The alternative of finding out needs is by asking the senior staff concerned directly what their professional development needs are and how the needs are to be met. This is based on the assumption that in the final analysis, only those on the job can decide what would be the most appropriate needs for them and how the needs should be met. There are various research instruments that can be used to identify professional development needs and the ways of meeting those needs. These include interviews, diaries, survey questionnaires, documents, observation, and a combination of those mentioned above. If needs are to be identified by basing them on the experience of the senior staff concerned and on the tasks the senior staff performed, then it is necessary to ask them about their experience and tasks in an interview and a survey questionnaire; get the information from officials documents, such as, their personal records, certificates of qualifications, statements of tasks or responsibilities, and documents advertising their vacant posts; ask them to keep diaries of their professional activities; and observe them at work. If needs and the ways of meeting the needs are to be identified by asking them directly what their needs are and how those needs are to be met, then they may be asked about their needs and the ways of meeting those needs in an interview and a survey questionnaire.

In this study the professional development needs of the senior staff of secondary schools in Brunei Darussalam were identified by basing them on the senior staff's experience and the tasks they performed. Their needs and the ways of meeting those needs were also identified by asking them directly what their needs were and how those needs were to be met. A combination of three research instruments was used for this purpose. These were interviews, diaries, and survey questionnaires. The second part of the study deals with the analysis of the data derived from the interviews of principals and the non-senior staff respondents, the diaries kept by the deputy principals, and the survey questionnaires completed by the senior masters/mistresses and the heads of departments. The analysis focuses on the senior staff's experience, tasks, selection, training, professional development needs, and their opinion about the ways of meeting those needs.

The third part and the final stage of the study involve the presentation and discussion of the data findings, conclusion and recommendations. Based on the data, the study found that senior staff of secondary schools in Brunei Darussalam with high level experience required high level professional development needs; senior staff with high level experience performed low level tasks; and senior staff with low level tasks required high level professional development needs. The study also found that the majority of senior staff required both pre-service and in-service training; they wanted the Government to establish a national training centre; they preferred out-of-school training; they preferred experienced principals to train them; and they wanted their salary to carry a special scale. On the one hand the study confirms the theory that senior staff with high level experience require high level professional development needs; and that senior staff required proper training, proper centre for training, proper trainers, and proper salary scale. However, on the other hand it contradicts the theory that senior staff with high level experience do not necessarily perform high level tasks; that those performing low level tasks do not necessarily require low level professional development needs. Thus the senior staff's experience, tasks, and professional development needs do not necessarily inter-linked, and should not be used as the main source of identifying needs.

There are several ways of improving the professional development of senior staff in secondary schools in Brunei Darussalam. Their professional development may be improved by combining the methods and research instruments to systematically identify their professional development needs. Their professional development may also be improved by providing them with systematic pre-service and in-service training, establishing a national training centre, a combination of in-school and out-of-school training, and using a combination of trainers to train them.

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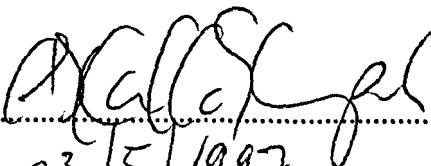
Grateful acknowledgement is also made to the Vice-Chancellor of the University of Brunei Darussalam for his support. The research informants, who included all principals, deputy principals, senior masters/mistresses and heads of departments of secondary schools in Brunei Darussalam; officials of the Ministry of Education particularly the Assistant Director of Secondary Section, the Director of Administration and Services, and the Director of School Inspectorate; the President of the Brunei Malay Teachers Association; and the two academics from the University of Brunei Darussalam deserve particular appreciation for willingly participated in this study.

My sincerest thanks to my wife and children for their enduring love, patience and sacrifice throughout this study; and to my late father who never fails to inspire me.



## AUTHOR'S DECLARATION

*I certify that this thesis is my own work and that it has not been previously submitted for any other degree.*

Signed.....  
Date.....23/5/1997

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# **CHAPTER 1**

## **INTRODUCTION**

This chapter provides an overview of the background, rationale, purpose and objectives of the study. It identifies the research questions and demarcates briefly the theoretical, conceptual and methodological orientations adopted. It also highlights the significance of the study.

### **Background**

This study was conducted in Brunei Darussalam. Brunei Darussalam is situated in south-east Asia on the north-west end of the island of Borneo and has a common border with Sarawak, one of the constituent states making up the Federation of Malaysia. The map showing its location is in Appendix A (p. 257). For administrative purposes, it is divided into four districts, namely, the Brunei-Muara District, Tutong District, Belait District and Temburong District. Brunei Darussalam is a small newly independent developing country with a population of about 1/4 million and an area of 5,765 square kilometres. About 70% of the population are Malays. The rest are made up of others including Chinese and Indians. It became the world's 159th. sovereign state on 1 January 1984 and adopted the democratic Muslim monarchy system of government. The Sultan is the Supreme Executive Authority assisted by various Councils including Religious, Privy, Cabinet Ministers, Succession and the Legislature (Brunei Darussalam, 1987). The economy is based on oil and gas.



Formal schooling in Brunei Darussalam was established in 1914 when a primary school was opened for the first time for pupils in the state capital of Brunei Town (State of Brunei, 1915). Secondary education was only established in 1953 (State of Brunei, 1952). There are four types of secondary schools. Two are state schools, and the other two are private. Of the two types of state schools, one is run by the Ministry of Education and the other by the Ministry of Religious Affairs. Of the two types of private schools, one is Mission and the other is Chinese. These are run by their respective Boards of Governors. Nearly 1/3 of the secondary schools are residential, and these are all state schools.

The education system of Brunei Darussalam is centralised. Every school is prescribed with the same curriculum and every student sits the same examinations. In state schools centralisation is extended to include almost every aspect of schooling from personnel to resources. Thus school administrators are virtually left with only the implementation aspects of schooling. In private schools some autonomy is possible. They are free, for example, to hire and fire their own staff, raise money and charge school fees to their students.

Each secondary school is managed by a team of senior staff. The team is headed by a principal. Depending on the size of the school, the principal is normally helped by a deputy principal or two deputy principals, a number of senior masters/mistresses and heads of departments. Appendix B (p. 258) shows a detailed breakdown of the organisational structure of the secondary school system in Brunei Darussalam.

## **Rationale for the study**

Research into effective schools shows that senior management teams - together with other factors - play an extremely important role in raising standards (Weindling and Earley, 1987; Mortimore, 1995). It also shows that effective training or effective professional development can contribute to efficiency of senior staff (Applebaum, 1975; Hopes, 1986; Mumford, 1993; Commonwealth Secretariat, 1993; Tsukudu and Taylor, 1995).

In Brunei Darussalam such a view is shared by the Sultan who in many of his speeches (for instance, at the first, third and fourth convocations of the University of Brunei Darussalam held on 21 September 1989, 25 September 1991, and 21 September 1992 respectively) emphasised the importance of professional development of all Government officers, who include all the senior staff of secondary schools in the state schools. This view is reiterated by a number of senior Government officials. The Permanent Secretary of the Ministry of Communications at the 14th Association of South-East Asian Nations Sub-Committee Meeting on Civil Aviation held in Brunei Darussalam on 5 August 1991, for example, emphasised that human resource development programmes are needed and all personnel should be trained and up-graded on a continuous basis (Brunei Darussalam, 15 September 1991a). Another senior Government official, the Vice-Chancellor of the University of Brunei Darussalam his speech at a Civic Course for School Prefects of Government and Non-Government Secondary Schools held on 4 December 1991 the Vice-Chancellor, stressed that human resource development programmes are very important for a developing country like Brunei Darussalam Brunei Darussalam, 11 December 1991b).

I was also encouraged to undertake this study because of my experience as a former head of a subject department in one secondary school and a principal in another; my experience as the Registrar of the Sultan Hassanah Bolkiah Institute of Education and the Deputy Dean of the Faculty of Education of the University of Brunei Darussalam; and my experience as a lecturer in educational management and administration and a course co-ordinator in a training programme for primary school headteachers and primary school inspectors at the same university. As a former senior member of staff of secondary schools and higher educational institutions I strongly felt that senior staff needed proper training in order to do their job properly. As a trainer I also felt that the current management training courses on offer at the University of Brunei Darussalam could be improved.

However, so far there is no clear policy on professional development of senior staff either in secondary schools, primary schools, or higher educational institutions in Brunei Darussalam. Such a policy is considered vital for systematic professional development of senior staff (Tsukudu and Taylor, 1995). The study is a modest assessment of the existing professional development of senior staff of secondary schools in Brunei Darussalam.

### **Purpose of the study**

The main purpose of this study is to propose ways for improving the professional development of all levels of senior staff of secondary schools in Brunei Darussalam. It is to be hoped that such a proposal would be useful to policy makers.

Professional development should not be targeted on one individual senior staff or one level of senior staff. It should be provided for all members of the senior staff team. As indicated earlier, principals and other senior staff, combined with other factors, could make or break a school (Her Majesty Inspectors of Schools, 1977; Dadey and Harber, 1991; Mortimore, 1995). It should also involve maximum utilisation of resources, which in turn would improve the quality of education without raising costs (Griffin and Knight, 1990; Tsukudu and Taylor, 1995).

### **Objectives of the study**

The following are some of the main objectives of the study:

- to examine the literature on the practice of professional development of senior staff of secondary schools in both the developed and developing countries. The focus is on some of the major aspects of professional development. These include experience, tasks, selection, training, professional development needs, and ways of meeting the needs of the senior staff of those countries mentioned; to identify the levels of these aspects of professional development; and the inter-link between them;
- to examine the present provision for the professional development of senior staff of secondary schools in Brunei Darussalam relating to similar aspects of professional development mentioned above; to identify the levels of these aspects; and the inter-link between them; and
- to make recommendations.

### **Research questions**

The guiding research questions for the study were tied to the major aspects of professional development:

- What is meant by **professional development** in education?
- What are the **characteristics** of professional development?
- What is the **current practice** of professional development of senior staff of secondary schools in Brunei Darussalam?
- What **issues** arise from an examination of professional development in Brunei Darussalam?

More specific questions include:

- With regard to their **experience**, the senior staff were asked about their personal details: What is their gender? How old are they? What are their qualifications? How long had they been teaching before they were appointed to their present post? How many of the present posts they have held so far? How long have they been in the present post?
- What are their **tasks**?
- How were they **selected** ? What were the criteria used? What is their opinion on their salary scale?
- How were they **trained** (including pre-service and in-service training, training methods, training contents, and benefits of training)?
- What are their **training or professional development needs**?
- What is their opinion on the **ways of meeting the needs** (including the establishment of a national training centre, the methods and the types of trainers used)?

### **Theoretical and conceptual orientation**

The international literature on the professional development of senior staff of secondary schools suggests that professional development involves identifying professional development needs of the senior staff concerned and fulfilling those needs (Hurst and Rodwell, 1986; Everard, 1986; Oldroyd and Hall, 1988; McMahon

and Bolam, 1990; West and Ainscow, 1991; Dunham, 1995) with professional development activities (McMahon and Bolam, 1990; Bolam, 1991a).

The process of identifying needs and fulfilling those needs is sometimes known as the “In-Service Education and Training (INSET) Circle” (Oldroyd and Hall, 1988; McMahon and Bolam, 1990), or “Efficiency Circle” (West and Ainscow, 1991). Since it involves professional development, it may also be called a “Professional Development Circle”. Nevertheless in a simplified form it involves assessment of needs; deciding on the purpose of professional development; planning and designing of INSET activities; implementation and follow-up of such activities; and monitoring, evaluation and review of the whole exercise (Oldroyd and Hall, 1988; McMahon and Bolam, 1990; West and Ainscow, 1991). The circle starts again after the review. In other words professional development is an on-going activity.

Professional development activities include any attempts or processes that are formally or deliberately organised or planned in order to help senior staff acquire the necessary knowledge, skills, and attitudes to do their job effectively (Applebaum, 1975; Tsukudu and Taylor, 1995). Such activities can be grouped into three main areas (Bolam, 1991a). These are training, education, and support. Training refers to such activities as short conferences, courses, workshops, and seminars that emphasise practical information and skills. Education refers to activities such as secondments and long external courses that emphasise theory and research-based knowledge. Support refers to those embedded activities helping senior staff to become efficient school administrators. These include activities such as appraisal, job rotation, job

enhancement, on-the-job assistance and coaching (McMahon and Bolam, 1990; Bolam, 1991a).

At the outset of this research a deliberate assumption was made that professional development means much the same wherever it is encountered. As will be seen in Chapters 7 and 8, a significant factor in the implementation of professional development is the contextual one. This issue is explored more fully in the chapters mentioned.

## Methodology

Professional development needs may be identified or diagnosed by basing them on some of the major aspects of professional development of senior staff. These include their experience (Daresh and Playko, 1994); tasks (Mintzberg, 1973; Hegarty, 1983; Esp, 1983; Dadey and Harber, 1991; Mashinini and Smith, 1995); selection (Mintzberg, 1973; Morgan, Hall and Mackay, 1983; Care and Lafond, 1986; Dunham, 1995); and training. Needs may also be identified by asking the senior staff concerned directly what their needs are. There are also various ways of meeting the needs. These include asking the senior staff and others concerned directly what their opinion is about various issues including the establishment of a national training centre, the preferred methods of training, and the preferred trainers.

There are alternative research instruments that can be used to identify professional development needs, and to find out the ways of meeting the needs. Among others these include interviews, questionnaires, diaries, observation, and documents (Bell,

1993).

In this study, the professional development needs of the senior staff of secondary schools in Brunei Darussalam were identified by basing the needs on the senior staff's experience, tasks, selection, training and by asking them directly what their needs were. They were also asked directly about the ways of meeting the needs. Three research instruments were used to identify the needs, and two were used to find the ways of meeting the needs.

### **Significance of the study**

This study is the first of its kind in Brunei Darussalam. To the best of my knowledge, so far there is no study involving all levels of senior staff in all districts and all types of secondary schools. Moreover, there are many studies focusing on the professional development of headteachers in other developed and developing countries. But very few deal with the professional development of other senior staff of secondary schools. There are only a few studies on heads of departments represented, for instance, by the work of Marland (1971), Bayne-Jardine, Colin and Hannam (1975), Lampoh (1982), and Thomas (1989). There are also a few studies on deputy heads represented, for instance, by the work of Lawley (1988) and Donnelly (1991). There are still fewer studies on senior masters/mistresses represented, for instance, by the work of Barnes (1977) on pastoral care and Spooner (1989) on middle-management. However, the studies mentioned above focus more on the tasks of the senior staff concerned, but not specifically on other aspects of professional development, such as selection, training, professional development needs, and the ways of meeting needs.



The study may provide policy makers at the Ministry of Education and the Ministry of Religious Affairs, and the Boards of Governors of Mission and Chinese schools in Brunei Darussalam with valuable information that can help them shape future policy towards improving the effectiveness of professional development of senior staff of secondary schools. By extension it may also be helpful in improving the effectiveness of professional development of senior staff of other educational institutions, senior officials of other Government departments and the private sector. It may also be useful for organisers and co-ordinators of training programmes of senior staff and educational administrators at the University of Brunei Darussalam. It may also contribute to the international literature on the professional development of senior staff of secondary schools. This is particularly true in relation to the methods of identifying professional development needs, and the ways of determining the levels of the major aspects of professional development. It may also raise some questions for further research. Among others these include the establishment of a national training centre for senior staff, the incompatibility of experience with tasks of senior staff, and the incompatibility of tasks with training needs of senior staff. The data may also be useful for other researchers researching other relevant areas of professional development of senior staff of secondary schools in Brunei Darussalam and in other countries in the future.

### **Format of the study**

Following this introductory chapter, the study continues in Chapter 2 with a review of the literature on the professional development of senior staff of secondary schools in other developed and developing countries. The techniques and instruments used to

collect data relevant to this study are discussed in Chapter 3. The presentation and analysis of data derived from the interviews of principals and the non-senior staff respondents, the diaries kept by deputy principals, and the survey questionnaires completed by senior masters/mistresses and heads of departments of secondary schools in Brunei Darussalam follow in Chapters 4, 5 and 6 respectively. The research findings on the senior staff's experience, tasks, selection, training, professional development needs, the ways of meeting the needs, the levels of these aspects of professional development, and the inter-link between them derived from Chapters 4, 5, and 6 are discussed in Chapter 7. These are compared and contrasted with the experience, tasks, selection, training, professional development needs, and the ways of meeting the needs of senior staff of secondary schools in other developed and developing countries; the levels of these aspects of professional development; and the inter-link between them are reviewed in Chapter 2. The final chapter, Chapter 8, is the conclusion where some recommendations are made to improve the professional development of senior staff of secondary schools in Brunei Darussalam.

## **CHAPTER 2**

# **REVIEW OF THE LITERATURE: PROFESSIONAL DEVELOPMENT OF SENIOR STAFF OF SECONDARY SCHOOLS IN THE DEVELOPED AND DEVELOPING COUNTRIES**

### **Introduction**

This chapter reviews the literature on professional development of senior staff of secondary schools in other countries both developed and developing. The review is divided into two parts. The first part defines the key phrases used in the title of the study. It also discusses how the levels of the major aspects of professional development of senior staff examined in the study are determined, and the inter-link between them. The second part focuses on the professional development of senior staff of secondary schools in the developed and developing countries. The review is considered useful for comparing and contrasting purposes with those of the senior staff of secondary schools in Brunei Darussalam at the analysis and discussion stage of this study.

### **Part 1: Definitions of key phrases**

Before going any further it is necessary to be clear about the meaning of some of the key phrases used in the title of the study. These include “professional development”, “senior staff”, and “secondary schools”. It is useful to know how the levels of some

of the major aspects of professional development, namely, experience, tasks, professional development needs, and ways of meeting the needs are determined. It is also useful to see the link between them.

### *Professional development*

The definition of professional development has been discussed in detail in the previous chapter. However, in order to recapitulate, suffice it to say that professional development of senior staff of secondary schools involves identifying the professional development needs of the senior staff concerned, and fulfilling the needs with professional development activities (Hurst and Rodwell, 1986; Everard, 1986; Oldroyd and Hall, 1988; McMahon and Bolam, 1990; West and Ainscow, 1991; Bolam, 1991a; Tsukudu and Taylor, 1995; Dunham, 1995).

### *Senior staff*

Senior staff here includes the principals, the deputy principals, the senior masters/mistresses, and the heads of departments. Their equivalents in other countries, such as England and Wales, are the heads, the deputy heads, and those teachers holding responsibility posts including A, B, C, D and E Posts (Kemp and Nathan, 1989). They include heads of departments, heads of years, heads of faculties, heads of resources, and so forth. However, unlike in England and Wales, where such posts carry additional salary rewards (Bolam, 1991a), in Brunei Darussalam they do not carry any special salary scales.

### *Secondary schools*

Secondary schools are those schools that cater for the educational needs of children between the ages of 12 and 16 or 18. In Brunei Darussalam context, children in this age range are called students (or 'penuntut' in the Malay language) whereas primary school children are called pupils (or 'murid'). The lowest level is Form One, and depending on the size, the highest is Form Five (equivalent to the General Certificate of Secondary Education in England and Wales) or Form Six Upper (Advanced Level).

### *The levels of the major aspects of professional development of senior staff and the link between them*

The main aim here is to determine the levels of some of the major aspects of professional development and to see whether or not they are linked. Among others these include "experience", "tasks", "selection", "training", "professional development needs", and "the ways of meeting the needs".

In this study experience is derived from the personal details of the senior staff concerned. These include gender, age, qualifications, experience in teaching or the education service, number of principals/deputy principals/senior masters/mistress/head of department's posts held so far, and number of years of experience in the post. It can also be extended to include selection and training experience. This is because selection criteria are normally based, among others, on the candidates' experience, which includes teaching experience, administrative experience and qualifications. Past pre-service and in-service training are obviously part of experience.

For the purpose of this study, it is decided that low level gender proportion means that the proportion of males and females holding senior posts is not balanced, while high level gender proportion means that the proportion is balanced. Although gender has nothing to do with experience, it is felt that it is an important issue. This is because very few females are appointed to senior positions in secondary schools in many countries, both developed and developing. It is put under “experience” rather than under other titles, because as mentioned earlier, information relating to “experience” is derived from the senior staff’s personal details. The information on gender is also derived from the same source.

Those senior staff who are considered as having low level experience are those who are under the age of 40; have either academic (degrees) qualifications or professional (teaching) qualifications only; had less than three years experience in teaching or the education service before being appointed to their present position; have held the same post only once (first time senior staff); and have less than three years experience on the job at the present school. One of the main reasons for saying this is that “life begins at 40”. Another reason is that according to Weindling and Earley (1987) those school managers who have less than three years experience on the job are considered “new” or inexperienced. By implication those who have more than three years experience are considered experienced. Senior staff with low level experience also include those who do not have any training experience; who were trained either in-school or out-of-school only; who were trained by one type of trainers; and whose training content was mainly technical in nature. One of the main reasons for saying this is that those who are trained both in-school and out-of-school and by a combination of trainers are normally better off than those who are trained either in-

school or out-of-school and by one type of trainers only. This is because they have the most exposure. The other is that, as indicated above, technical training content is considered low level. The levels of training content will be explained later. Those senior staff who are considered having high level experience are those who are over the age of 40; have both academic and professional qualifications; had more than three years experience in teaching or the education service before being appointed to the present position; have held the same post more than once; and those who have more than three years' experience on the job at the present school. It also includes those who have experienced some training; who were trained by a combination of in-school and out-of-school training, and a combination of trainers; and whose training content included aspects of human relations. Full details of classification of needs are in Appendix C (p. 259).

It is also decided that low level selection procedures mean that posts are not advertised when they become vacant, criteria for selection are not made known, and candidates are not interviewed. On the other hand, high level selection procedures mean that vacant posts are advertised, criteria are made known, and candidates are interviewed. Low level selection criteria mean that irrelevant criteria such as the candidates' gender, appearance, family background and connections are used to select senior staff; while high level selection criteria mean that task related criteria such as candidates' ability to do the job, experience and qualifications are used to select senior staff. It has to be remembered that the main aim of selection is to select the best candidate for the job (Tsukudu and Taylor, 1995). Low level salary scale means that the posts of the senior staff do not carry special salary scales, while high level salary

scale means that the posts carry special salary scales. Low level training experience means that the senior staff experienced either pre-service or in-service training only, while high level training experience means that the senior staff experienced both pre-service and in-service training.

Nevertheless it has to be said that experience is subjective. A person doing the same thing for many years can be said to be less experienced than a person doing several things for only a few years. What matters is the quality rather than the quantity of experience.

According to Morgan, Hall and Mackay (1983), the tasks senior staff perform can be broadly classified into four types. These are “technical”, “conceptual”, “human relations” and “external” tasks. Technical tasks are those tasks relating to goal identification, academic curriculum, pastoral curriculum, ethos, and resources. Conceptual tasks are those tasks concerning planning, organisation, co-ordination and control; staff deployment; evaluation and record keeping; and buildings, ground and plant. Human relations tasks are those tasks relating to motivation, staff development, inter-personal, intra-group and inter-group conflict resolution, and communication. External tasks are those tasks concerning accountability to Governors and the education authority, parents and the general community, and employers and external. Details of the four categories of tasks are in Appendix C (p. 259).

However, it has to be pointed out that the main purpose of categorising tasks is academic. As Dadey and Harber (1991) argued, collecting school fees, for example, can be categorised into any of the four categories.



Leithwood and Montgomery (1986) found that the levels of the senior staff's tasks can be broadly divided into four. At the lowest level, Level 1, are the "Administrators" whose main concern is to make sure that teaching and learning take place. Senior staff functioning at the next level, Level 2, the "Humanitarians", believe that good discipline and good inter-personal climate are the keys to good education. Senior staff functioning at the next level, Level 3, the "Programme Managers" are of the opinion that their main job is to deliver the best possible programmes for the students outlined by the central education authority. At the highest level, Level 4, are the "Systematic Problem Solvers" who expect everyone including themselves to do their best.

Leithwood and Montgomery (1986) seem to suggest that the higher the level of operating, the higher the level of tasks performed. By implication, the lower the level of operating, the lower the level of tasks performed. They also seem to suggest that inexperienced senior staff or those at Level 1 perform low level tasks, such as teaching, which is technical in nature; while more experienced senior staff or those at a higher level perform higher level tasks, such as creating positive inter-personal relations and motivating everyone to do their best, which are human relations in nature. It can be argued, therefore, that experience and tasks are inter-linked.

Dareh and Playko (1994) found in their study that aspiring or inexperienced senior staff considered that "technical skills", such as evaluation or the conduct of meetings are the most crucial skills to be acquired rather than "socialisation skills", such as establishing relationships or motivation and "self-awareness skills", such as awareness

of what it means to possess organisational power and authority. Experienced senior staff on the other hand felt that “socialisation and self-awareness skills” are the most crucial skills to be acquired. Daresh and Playko (1994) seem to suggest that inexperienced senior staff require low level professional development needs, which are technical in nature; while experienced senior staff require high level professional development needs, which are human relations in nature. It can be argued, therefore, that experience and professional development needs are inter-linked. Details of the classification of professional development needs are in Appendix C (p. 259).

If experience is inter-linked with tasks, as suggested by Leithwood and Montgomery (1986), and if experience is also inter-linked with professional development needs as advocated by Daresh and Playko (1994), it can, therefore, also be argued that tasks and professional development needs are also inter-linked. Thus experience, tasks and professional development needs are inter-linked. If that is the case, it follows that training content, which in actual fact is based on the professional development needs, can also be classified into low level training content and high level training content. Accordingly low level training content would be technical and conceptual in nature, while high level training content would be human relations and external in nature. Full details of the classification of training content are in Appendix C (p. 259).

For the purpose of this study it is decided that the low level ways of meeting the professional development needs mean that a national training centre is not established to train senior staff, senior staff are trained either in-school or out-of-school only, and using one type of trainers only. High level ways of meeting the needs involve the establishment of a national training centre; senior staff are trained both in-school, out-

school, and near-the-school; and using a combination of trainers to train the senior staff. The main argument for establishing a national training centre is that professional development would be more systematic and the authority would be more committed (Tsukudu and Taylor, 1995). In-school and out-of-school training and using a combination of trainers may provide senior staff with varieties of useful exposures.

It can be argued that the levels of tasks and professional development needs are contextual in nature. Certain conditions, such as political, economic and social can influence the tasks senior staff perform (Murphy and Hallinger, 1987) and therefore the professional development needs they required. In some countries, the high level tasks and high level professional development needs are human relations and external in nature. This is because these are the types of tasks performed by the senior staff, and therefore the needs they required. In other countries, the high level tasks and needs may be technical and conceptual in nature. This is also because these are the types of tasks performed by the senior staff, and therefore the needs they have.

If experience, tasks and professional development needs are inter-linked, then it can be argued that it is possible to identify professional development needs by basing them on experience and tasks. This will be further explored in Chapter 3.

## **Part 2: Professional development of senior staff of secondary schools in other countries - developed and developing**

The focus here is on some of the major aspects of professional development of senior staff of secondary schools. These include “experience”, “tasks”, “selection”, “training”, “professional development needs”, and “the ways of meeting the needs”.

The focus is also on the levels of the major aspects of professional development, and the inter-link between them. The developed countries included in this study are those in Western Europe, North America, Japan, and Australia; while the developing countries included are those in Africa, the Caribbean, and Asia.

### *Experience*

The majority of senior staff in both the developed and developing countries appear to be males. There are more male than female senior staff in the developed countries like Australia (Clarke, 1985), the United States of America (Pharis and Zakariya, 1978; McCurdy, 1983; Veir, Ryan, and Groce, 1993), England and Wales (Weindling and Earley, 1987), and Sweden (Stego *et al.*, 1986). There are also more male than female secondary school managers in the developing countries like Papua New Guinea (Maha, 1993), South Africa (Tsukudu and Taylor, 1995), and Zambia (Mebrahtu *et al.*, 1996). In Australia the main reason for more males being appointed to senior posts is that females employment is influenced by historical, social (sex role stereotyping, for example), economic and political conditions (Clarke, 1985; Ehrich, 1994). In Japan (Arai *et al.*, 1986) and Sweden (Stego *et al.*, 1986) men are simply “more favoured” than women. In Papua New Guinea the employment of females is also influenced by social conditions. The society believes that the right place for women is at home (Maha, 1993). In Zambia one of the main factors that inhibits female appointments and promotion to senior staff positions is that the practice of selecting candidates for in-service training for senior staff is “too subjective”, favouring certain types of trainees and disfavouring others (Mebrahtu *et al.*, 1996).

The age of senior staff seems to vary from country to country. However, in many developing countries senior staff are generally older. In Papua New Guinea the majority of the senior staff are below the age of 50 (Maha, 1993). In Barbados most senior staff are over the age of 40 (Newton, 1993). In Zambia the age range is between 30 and 60 (Mebrahtu *et al.*, 1996). This is perhaps because in many developing countries, particularly in Africa and Asia, age is normally associated with experience, and therefore considered a virtue. An older person is more respected than a younger one. In most developed countries the average age of senior staff is generally younger. Most senior staff in France are about 30 years old (Care and Lafond, 1986). In Sweden the average age is between 29 and 50 (Ekholm, 1983). In England and Wales, the average age of deputy headteachers, for example, is between 32 and 45 (Lawley, 1988).

Senior staff in most developed countries are required to have both academic and professional qualifications. Such qualifications are necessary in most states in Canada, the United States of America, and other Organisation for Economic Co-operation and Development countries (Hopes, 1986). In many developing countries, however, senior staff are only required to have professional qualifications. In Papua New Guinea (Maha, 1993), Botswana (Thapa, 1993), and India (Sapra, 1991), for example, senior staff are only required to have teaching qualifications. It is not surprising, therefore, that a great majority of senior staff in developing countries are non-degree holders. This is so in Papua New Guinea (Maha, 1993). In some developed and developing countries, participation in accredited courses in school management and administration is also required on top of academic and teaching qualifications. In

Canada those who have participated in such courses are given preference over those who have not (Hopes, 1986; Rutherford, Murphy, and Hord, 1986). In Papua New Guinea it is considered vital (Maha, 1993). However, in other countries like England and Wales (Bolam, 1991b), such requirements are not necessary.

The number of years of experience in teaching or the education service required of senior staff before they are appointed to senior staff positions also seems to vary from country to country. In some countries, most should have more than five years' experience. In France (Care and Lafond, 1986) and Hawaii (Araki, 1993), for example, most senior staff should have a minimum of five years' experience, because that is the minimum requirement for promotion to the senior staff level. In Japan, however, most would have a minimum of 20 years' experience in teaching in order to be in their present position (Arai *et al.*, 1986). However, in other countries the number of years of experience is not clearly stated. In England and Wales, for example, most senior staff would have some experience, because previous experience in teaching and senior positions are required for appointment to senior positions (Bolam, 1991b). The same applies to senior staff in Italy (Hopes, 1986), Nigeria (Olatunji, 1991), and India (Sapra, 1991) where they should have a number of years of experience as a teacher.

It appears that there are very few studies that look into the number of senior staff who have held the same post more than once. Fewer still that made any comparison between the number of senior staff who are on their first appointment with the number of senior staff who are on their second or more appointment in a given place or country. There are also very few studies that mention the total number of experienced and inexperienced senior staff in a given country to enable one to make

comparison. Weindling and Earley's (1987) study of secondary heads in England and Wales indicates that almost "all new heads" were included in the study. But it is not clear whether or not "all old heads" were also included in the same study. The same applies to Daresh and Playko's (1994) study conducted in the United States of America. In the study it is mentioned that it involved "420 aspiring school principals in five different universities located in three states, along with 100 practising elementary, middle, and secondary school principals in five different states". It is not possible to know whether or not "all inexperienced" and "all experienced" principals in the universities and the states mentioned were included in the study. As a result it is not possible to make any comparison.

In many developed countries, selection procedures are carried out more systematically than in some developing countries. In England and Wales (Birchenough *et al.*, 1986; Bolam, 1991b) and Canada (Leithwood and Begley, 1986) vacant posts are normally advertised and candidates are interviewed for the post. However, in some developing countries the reverse is true particularly in small developing countries. In Cameroon a small developing country, for example, candidates do not apply for the post, vacant posts are never advertised, and appointments are carried out without prior knowledge of the appointees (Yinkfu, 1990). Nevertheless in other bigger developing countries, such as Botswana (Thapa, 1993) and Papua New Guinea (Maha, 1993) vacant posts are normally advertised and candidates are interviewed. In India (Sapra, 1991) two procedures are used. One is called "Direct Promotion" or "Open Competition" where vacant posts are advertised. The other is called "Departmental Promotion" where vacant posts are not open for application. Appointments are based on "seniority-cum-

-fitness or merit”.

The most common criteria used to select senior staff in other countries are those relating to qualifications, namely, academic and teaching. This is so in England and Wales (Morgan, Hall and Mackay 1983; Bolam, 1991b), Canada (Hopes, 1986; Leithwood and Begley, 1986), the United States of America (Jacobson, 1991) and many Organisation for Economic Co-operation and Development countries (Hopes, 1986). However, in some developing countries teaching qualifications are sufficient. This is so in Papua New Guinea (Maha, 1993), Botswana (Thapa, 1993), and in India (Sapra, 1991). The other most common criteria are those relating to experience in particular teaching and administrative experience. These are required in Australia (Carlson, 1979), England and Wales (Weindling and Earley, 1987; Lawley, 1988; Bolam, 1991b), the United States of America (Rutherford, Murphy, and Hord, 1986), Sweden (Stego *et al.*, 1986), Papua New Guinea (Maha, 1993), Botswana (Thapa, 1993), and Nigeria (Olatunji, 1991).

The posts of most senior staff in other countries normally carry special salary scales. In England and Wales besides the headteacher, other senior staff holding responsibility posts from A to E are also given additional salary rewards (Kemp and Nathan, 1989; Bolam, 1991a). In Norway leadership courses give “credits” to participating senior staff, which have salary implications (Esp, 1983). In Papua New Guinea salary scales of senior staff are paid according to the school level and the size of enrolment (Maha, 1993).



Pre-service training is provided more systematically in many developed countries. It is provided for newly appointed senior staff in England and Wales (Bolam, 1986; Weindling and Earley, 1987), France (Esp, 1983), and the United States of America (Daresh and Playko, 1994). They are normally held out-of-school. This is so in England and Wales (Weindling and Earley, 1987; Bolam, 1986). The content is mainly technical in nature essential for beginning senior staff. This is the case in France (Care and Lafond, 1986), the Netherlands (Gielen, 1986), and the United States of America (Daresh and Playko, 1994). In Australia pre-service training is considered useful for meeting specific purposes and for immediate use (Johnson, 1993). In many developing countries, however, pre-service training is organised less systematically. In the South Pacific it is provided in the form of pre-service teacher education programmes (Velayutham, 1991). In Nigeria it is in the form of experience as a teacher (Olatunji, 1991). It is non-existent in Papua New Guinea (Maha, 1993) and Zambia (Mebrahtu *et al.*, 1996). However, in some Commonwealth African countries pre-service training is provided more systematically (Dadey and Harber, 1991). In such countries pre-service training is mostly held out-of-school, and the content is prescriptive and task specific in nature (Dadey and Harber, 1991). Pre-service training is considered beneficial, because in some Commonwealth African countries it helps to organise and discipline knowledge that would otherwise only be gained after prolonged and wasteful experience (Lungu, 1983).

In-service training is more systematically organised in many countries both developed and developing. In the developed countries like France (Esp, 1983), Australia (Johnson, 1993), Canada (Leithwood and Begley, 1986), the United States of

America (Rutherford, Murphy and Hord, 1986) Sweden (Taylor, 1986), and Japan (Arai *et al.*, 1986) it is provided mostly by a combination of in-school and out-of-school methods. The content is mostly human relations in nature particularly those relating to leadership and communication. This is the case in France (Care and Lafond, 1986) and Canada (Leithwood and Begley, 1986). In some developed countries the main benefits of in-service training to senior staff are that they are useful for specific purposes and immediate use as in the case of senior staff in Australia (Johnson, 1993). However, in Botswana (Thapa, 1993), the Caribbean (Rodwell and Hurst, 1985), and the South Pacific (Velayutham, 1991) it is mostly held out-of-school in institutes or faculties of education. The content is mostly technical and conceptual in nature focusing on job specification and identified good practices. This is the case in South Africa (Mashinini and Smith, 1995). In Botswana the content is mostly those relating to rules and regulations (Thapa, 1993). In the Caribbean, one of the main benefits of such training is that it is usually held in order to deal with specific problems, which means “held as and when necessary” (Rodwell and Hurst, 1985).

### *Tasks*

The present main tasks of senior staff of secondary schools in the developed countries are managerial. In England and Wales the tasks have changed from “leading professional” and “chief executive” (Hughes, 1973) to corporate managers (Evetts, 1994). In Northern Ireland the tasks have also changed from mainly “master-teacher” to mainly “manager” (McHugh and McMullan, 1995). In the United States of America the tasks have also evolved from mainly “principal-teacher” to mainly “administrative manager” (Jacobson, 1991). In Kenya Mururu (1990) observed that before

independence the role was mainly “headmaster tradition, autocratic, pastoral missionary”. However, after independence the role has changed to both “democratic, managerial and educational”. In Barbados it has also changed from “educational leadership” and “administrative-managerial” to mainly “administrative” (Newton, 1993). This is reflected by the fact that more senior staff are spending more time on managerial tasks and less time on educational tasks. In France, Italy, Japan, and the United States of America the majority of headteachers do not teach, in order to devote more time to providing good management and leadership in the school (Hopes, 1986). In England and Wales most deputy heads spend only between 25% and 40% of their time teaching (Donnelly, 1991). In India the majority of about 70% of principals spend only six periods per week teaching, while about 25% spend only 12 periods a week teaching (Sapra, 1991). In Barbados senior staff spend about 83% of their time on administrative-managerial tasks, which among others involved administration, assembly, student discipline and welfare, and personnel; and only about 17% on educational leadership tasks which among others involved motivation, assessment, curriculum and accountability (Newton, 1993). No one seems to be sure whether or not such changes are for the better. Only time will tell. However, Taylor (1976) reminds us that the primary function of the school is educative. It follows that everything else is secondary.

### *Professional development needs*

In the United States of America the training or professional development needs of aspiring principals are found to be different from those of practising principals (Daresh and Playko, 1994). As mentioned earlier, the aspiring principal's needs are

mainly those relating to “technical skills” (such as, rules, budgeting and conduct meetings); while the practising principal’s needs are those mainly involving “socialisation skills” (such as, inter-personal relations) and “self-awareness skill” (such as awareness of possessing organisational power and authority). So far very little study has been conducted in the developing countries that specifically makes comparison of professional development needs between experienced with inexperienced senior staff. Nevertheless a quantitative survey of heads and deputy heads carried out by Dadey and Harber (1991) in Botswana revealed that the majority of senior staff indicated that their professional development needs were mainly technical in nature. These include those relating to dealing with untrained staff, discipline, external relations, curriculum, transport, maintenance work, and finance. It was not clear, however, whether or not the majority of heads and deputy heads concerned were experienced or inexperienced.

### *Ways of meeting the needs*

There are various ways of meeting the professional needs of senior staff. Most of the developed countries have their own professional development centres. In some countries they are run by the state. In others they are privately managed and/or organised by professional organisations (Murphy and Hallinger, 1987). In the United States of America the Maryland Professional Development Academy, which serves practising principals, is run by the state (Sanders, 1987). The Centre for Advancing Principalship Excellence (APEX) also in the United States of America is run by a professional organisation (Silver, 1987). In Australia there is the non-profit privately run Australian Administrative Staff College that trains educational leaders from both

public and private sectors (Walker, 1987). Some developing countries have professional development centres, while others have not. Most are normally run by the state. In Kenya the Kenya Education Staff Institute is run by the state and trains senior staff of schools and other educational leaders (Dadey and Harber, 1991). In Malaysia the National Institute of Educational Management is also run by the state and prepares newly appointed senior staff as well as up-dating existing ones (Chew, 1986). In the developing countries lack of resources and/or perhaps expertise is perhaps one of the factors which discourages professional organisations from establishing such centres. Nevertheless the issue here is not “who” should be responsible for establishing such a centre, but rather whether or not it is established.

In many developed countries a combination of professional development methods is used to train senior staff. In Canada (Hickcox and House, 1991) and Australia (Moyle, 1986) internship is normally conducted on-site in the school system, while Master or Doctoral programmes are offered by universities or institutes of educational administration. In Norway part of training is conducted at the trainees’ respective schools, and the other part is residential, in industry and society orientated programmes (Taylor, 1986). In Malaysia training is mostly residential, held out-of-school at the National Institute of Educational Management (Chew, 1986). In Kenya (Mururu, 1990; Dadey and Harber, 1991) and South Africa (Mashinini and Smith, 1995) training is conducted both in-school and out-of-school.

In many developed countries a combination of lecturers is used to train senior staff. In Sweden a combination of officials from the Ministry of Education (such as inspectors

of schools as well as superintendents of schools), former headteachers and educational psychologists are used to train senior staff (Ekholm, 1983; Stego *et al.*, 1986; Taylor, 1986). In Australia practising heads and university lecturers are some of the trainers used (Johnson, 1993). However, in some developing countries, such as the South Pacific, lecturers from the local university are the main trainers (Velayutham, 1991). In some Commonwealth African countries experienced and practising heads, staff from non-government organisations (such as, accountants, auditors), and officials from outside the Ministry of Education are also employed (Dadey and Harber, 1991). In Kenya the trainers are made up of education officers, school inspectors, and practising heads (Mururu, 1990).

*The levels of some of the major aspects of professional development of senior staff of secondary schools in the developed and developing countries*

Some aspects of experience are low level, while others are high. The level of gender proportion among the senior staff in both the developed and the developing countries is low, because males outnumber females. The level in terms of age is low in the developed countries, because most senior staff are below 40. But it is high in the developing countries, because most senior staff are over 40. The level in relation to qualifications is high in the developed countries, because senior staff are expected to have degrees, teaching qualifications, and accredited courses in school management and administration. However, the level is low in the developing countries, because teaching qualifications are the minimum requirement for becoming a senior staff. The levels in terms of teaching experience is high in the developed countries, because most would have the minimum of five years' experience. However, the number of

years of teaching experience is not clearly stated in the developing countries. The level involving selection procedure is high in most developed countries and some developing countries. This is because vacant posts are advertised and candidates are interviewed for the job. However, the level is low in other developing countries, because vacant posts are not advertised. The level in terms of selection criteria is high in the developed countries. This is because besides relevant experience and teaching qualifications, senior staff are also required to have degrees and accredited courses in school management and administration. The level is low in the developing countries, because the minimum requirement for senior staff positions is a teaching qualification. The level of pre-service training in the developed countries is high in terms of provision. This is because it is organised more systematically, but low in relation to methods, because most training is conducted out-of-school. The level is also low in relation to content, because it is mostly technical in nature. The level of pre-service training is low in the developing countries in terms of provision. This is because it is organised less systematically. It is also low in relation to methods, because training is conducted out-of-school. It is also low in relation to content, because they are mainly prescriptive and task specific in nature. The level of in-service training in the developed countries is high in terms of provision, because it is organised more systematically. It is also high in terms of methods, because a combination of methods is used. It is also high in terms of content, because human relations aspects such as leadership are included. The level of in-service training in the developing countries is also high in terms of provision, because it is organised more systematically. However, the level is low as to methods, because most training is conducted out-of-school. It is also low in relation to content, because it is job specific

and task related.

The level of tasks the senior staff perform in both the developed and developing countries is generally high. This is because most of the tasks are managerial and leadership in nature.

The level of professional development needs of experienced senior staff in the developed countries is high, because these are mostly relating to self-awareness and socialisation. However, the level is low among inexperienced senior staff, because these are mostly technical in nature. The level of professional development needs is generally low in some developing countries, because these are mostly technical in nature.

The level of meeting the needs is high in most of the developed countries and low in most developing countries. This is because most of the developed countries have at least one national training centre, while not many of the developing countries have one. The level of methods of delivery is high in the developed countries, because the majority employ a combination of in-school and out-of-school training methods and a combination of trainers. The level of methods of delivery is low in most developing countries, because the majority employ either in-school or out-of-school training methods, and use one type of trainers only.

### **Conclusion**

In general, the levels of the major aspects of professional development, namely,



experience, tasks, selection, training, professional development needs, and ways of meeting the needs of senior staff of secondary schools in many developed countries are high. Therefore it can be said that most aspects of their professional development are inter-linked. However, although the level of tasks performed by the majority of senior staff of secondary schools in a number of developing countries is generally high, the levels of other aspects of their professional development are low. Therefore, it can be argued that some aspects of their professional development are not inter-linked.

The use of relevant methods as well as relevant instruments to identify needs are crucial in professional development. For incorrect methods and instruments will not be able to identify the real and urgent needs of the senior staff concerned. As a result professional development may not take place effectively. This is the main theme of the next chapter. The researcher is also interested to explore whether the terms from the literature are relevant in the Brunei Darussalam context and culture. Also, despite the wealth of research literature which exists, there may well be specific challenges or problems in applying general research approaches in the specific context of Brunei Darussalam.

# **CHAPTER 3**

## **CONCEPTUAL FRAMEWORK AND RESEARCH METHODOLOGY**

### **Introduction**

The purpose of this chapter is to articulate and discuss the conceptual framework and perceptions underpinning the methodological strategy used in this study. Justifications for choices made during the process of preparation and conducting the study are given. This chapter is subdivided into four parts. These include conceptual framework for the study, methodological rationale, formulation of questions used, and administration of research instruments.

### ***Conceptual framework for the study***

The conceptual and theoretical underpinnings to this study have been influenced by the literature on the professional development of senior staff of secondary schools. The literature suggests that professional development of senior staff of secondary schools involves identifying the professional development needs of the senior staff concerned, and fulfilling the needs with professional development activities (Hurst and Rodwell, 1986; Everard, 1986; Oldroyd and Hall, 1988; McMahon and Bolam, 1990; West and Ainscow, 1991; Dunham, 1995; Bolam, 1991a; Tsukudu and Taylor, 1995). The literature also suggests that some of the major aspects of professional development include experience, tasks, selection, training, professional development

needs, and the ways of meeting the needs. The literature further suggests that experience (which includes selection and training), tasks and professional development needs are inter-linked (Leithwood and Montgomery, 1986; Daresh and Playko, 1994). Therefore, it is possible to identify the professional development needs of senior staff based on their experience and the tasks they perform.

Some writers are of the opinion that professional development needs may be identified by basing them on the experience of the senior staff. This is based on the assumption that the lower the level of experience, the lower the level of professional development needs and vice versa. Daresh and Playko (1994), for example, found that aspiring or inexperienced senior staff tend to require technical skill; while practising or experienced senior staff tend to require socialisation skills and self-awareness skills. Technical skills include skills such as “evaluation” and “the conduct of meetings”. Socialisation skills are those skills relating to “establishing relationships and motivation”. Self-awareness skills are skills which involve “what it means to possess organisational power and authority” (Daresh and Playko, 1994).

Other researchers are of the opinion that professional development needs should be based on the tasks senior staff perform. This is based on the assumption that training should be based on what the senior staff do or actually do (Mintzberg, 1973; Esp, 1983; Glatter, 1983; Hegarty, 1983; Dadey and Harber, 1991; Mashinini and Smith, 1995). Bevan (1991) argues that if one wants to understand what effective science making is all about, one does not need to listen to what creative scientists say. Instead, one should watch what they actually do. For what they say may be different from what they actually do. Bevan (1991) implies that professional development needs of

senior staff should be based on what they actually do, rather than what they say they do and what others say they should do. However, it can be argued that what is seen may or may not be the total truth. Moreover, in a very centralised system of education, it is likely that what a senior staff does is mostly implementing what is expected by headquarters.

The alternative way of finding out professional development needs is by asking the senior staff concerned directly what their needs are. This is based on the assumption that in the final analysis, only those on the job can decide what would be the most appropriate needs for them (Wijeysingha, 1988).

There are several research instruments that can be used to identify needs. Among others these include interviews, questionnaires, diaries, and documents (Bell, 1993) and a combination of the above.

If professional development needs are to be identified by basing them on the *experience* of the senior staff, then three research instruments may be used. It may be necessary to ask them about their experience in an interview and in a survey questionnaire; and to glean the required information from official documents, such as personal records or files, certificates of qualifications, and documents advertising their vacant posts. If their needs are to be identified by basing them on the *tasks* they perform, then it may be necessary to observe them at work; to ask them about their perceptions and views of their tasks in an interview or a survey questionnaire; to ask them to keep a diary of their professional activities; and to obtain the relevant official documents detailing their responsibilities such as statement of tasks, timetables, work

schedules, and documents advertising their posts. If professional development needs are to be identified by *asking* the senior staff directly what their needs are, then two instruments may be used. It is necessary to ask them about their needs in an interview and in a survey questionnaire.

### **Methodological rationale**

In this study the professional development needs of senior staff of secondary schools in Brunei Darussalam were identified by: (a) basing their needs on their experience, (b) basing their needs on the tasks they perform, and (c) asking them directly what their needs are. Three research instruments were used. These were: (i) interviews, (ii) diaries, and (iii) survey questionnaires. Observation of senior staff at work was not used to collect data for this study, because of the time constraint and limitation of resources. Otherwise the study would also not be able to include a large number of senior staff. Official documents were also not used because such documents were not easily available. Official statements of tasks of senior staff, for example, are not available because such documents were non-existent. Documents advertising vacant posts of senior staff were also not available because the overwhelming majority of the present senior staff posts were not advertised when they became vacant.

The study includes all senior staff in secondary schools in Brunei Darussalam irrespective of levels, types of schools, and districts. Altogether 29 principals (representing the 29 secondary schools nation-wide), 31 deputy principals, 87 senior masters/mistresses, and 213 heads of subject departments participated. The main

reason for including such a large number of senior staff is that besides the principals, other senior staff also play equally important part in raising standards in today's secondary schools (Her Majesty Inspectors of Schools, 1977; Weindling and Earley, 1987; Mortimore, 1995). Therefore, they should be developed together with the principals. In addition six non-senior staff respondents were also included in the study. They comprised three senior officials from the Ministry of Education including the Director of Administration and Services, the Assistant Director for Secondary Education/Sixth Form, and an inspector of schools; two academics from the University of Brunei Darussalam, and a representative of a teachers' union. They were included for various reasons. One of the main reasons was to get their perceptions and views of professional development of senior staff of secondary schools. These were useful for the purpose of comparing and contrasting the information given by the senior staff, particularly the information given by the principals. The Director of Administration and Services was included specifically because he was responsible for matters pertaining to establishment, general administration and facilities, finance, hostels, and the school feeding scheme (Brunei Darussalam, 1992) for all Ministry of Education schools. The Assistant Director for Secondary Education/Sixth Form was invited to participate in the study, because he was responsible for secondary education and the link person between the schools and the Ministry of Education. The inspector of schools was asked to participate, because he was responsible for school appraisal, supervision, and advice on educational matters (Brunei Darussalam, 1992) for all secondary schools of the Ministry of Education. The two academics were included, because they were involved in the training of senior staff of schools and other educational administrators. The President of the Union of Teachers was also invited

because he represented the views of the majority of teachers in Brunei Darussalam. However, other stakeholders such as parents, teaching and non-teaching staff, and students were not included because of the time constraint and limitation of resources.

The principals and the non-senior staff respondents were interviewed. The aim was to get an in-depth picture of the major aspects of the professional development of senior staff of secondary schools in Brunei Darussalam. The principals were asked about their experience, their perceptions and views about their tasks, their perceptions about the selection procedure and criteria used to select them, and their training experience. They were also asked about their professional development needs, and their perceptions about the ways of meeting those needs. To contrast and compare the information given by the principals, the non-senior staff respondents were asked about their perceptions about the principals' tasks, the selection procedure and criteria used to select the principals, the principals' professional development needs, and about the ways of meeting those needs. The deputy principals were asked to complete a three-to-five day diary of their professional activities. The main aim was to get an in-depth picture of one aspect of professional development, namely, the tasks the senior staff perform. They were also asked about their experience. The senior masters/mistresses and heads of departments were asked to complete a questionnaire. The main purpose was to get a general overview of the professional development of senior staff. They were also asked about their experience, their perceptions and views about their tasks, their perceptions about the selection procedure and criteria used to select them, and their past training experience. They were also asked about their professional development needs, and their perceptions about the ways of meeting those needs.

### *Using the interview as a method of collecting data*

Unstructured interviews are said to produce a wealth of data (Bell, 1993), to provide a non-imposing and non-threatening atmosphere during the interview sessions, and to offer the informants the opportunity to freely express themselves (Tuah, 1995). In spite of these, the researcher opted for a semi-structured interview approach. It was felt that this approach would be more practical when handling a large sample of interviewees (a total of 35 samples). This approach enabled this researcher to get an in-depth picture of the principals' experience, the tasks they perform, the selection procedure and criteria used to select them, their training, their professional development needs, and the ways of meeting the needs. Moreover, the more standardised the interview, the easier it is to aggregate and quantify the results (Bell, 1993). Although group interviews have a potential for discussions to develop, thus yielding a wide range of responses (Watts and Ebbutt, 1987), the one-to-one interview was adopted instead. As anticipated it was difficult to make an appointment for an interview with one respondent. Let alone with a group of respondents at the same time and at the same place. One principal (P5) and one non-senior staff respondent (NSR3), for example, had to be re-booked five and three times respectively before an interview could be made.

### *Using a diary as a method of collecting data*

There are two types of research diaries. The first is that kept by the researcher. He or she is responsible to record the professional activities of his or her subjects. Such diaries would be more task specific and should record real situations. The second is



that kept by the respondents themselves. However, because of the time constraint it would not be possible for the researcher to keep three-to-five day diaries for a large number of deputy principals (a total of 31 samples). So it was decided to ask the deputy principals themselves to keep a diary of their professional activities instead. The main advantage of using diaries is that it is an attractive way of gathering information about the way respondents spend their time (Bell, 1993). In other words dairies can help a researcher to make an in-depth study of the tasks senior staff perform. However, they have several limitations. One such limitation is that completing diary forms can be time consuming and irritating for a busy person (Bell, 1993). As a result the response can be poor. The researcher was lucky to have all deputy principals (except one) take part in the study. This was perhaps because he had the added advantage of being a former principal of a secondary school. As a result he received the co-operation of nearly all the deputy principals. Another limitation is the problem of representativeness, for whether the day(s) the respondent fills the diary is typical or not can influence the reliability of the data (Bell, 1993). Oppenheim (1966) reminds that it is possible that the respondent's eagerness in completing the diary may cause him to change the very behaviour the researcher wants to record.

#### *Using survey questionnaire as a method of collecting data*

The survey questionnaire was selected essentially because it is one of the quickest and cheapest ways of collecting data from a large number of senior staff (Bell, 1993). In this case the senior staff approached were 87 senior masters/mistresses and 213 heads of departments. The survey questionnaire was also selected due to the advantage of producing a sample that would be representative of the population as a whole. As a

result, generalisations could be made from the findings (Bell, 1993). Survey questionnaires would, therefore, serve the aim of getting a general view of the senior masters/mistresses and heads of departments' experience, the tasks they perform, the selection procedure and criteria used to select them, their past training experience, their professional development needs, and ways of meeting the needs. The researcher was, however, conscious of the limitations of a survey questionnaire as a method of gathering data. Unlike the interview, it is difficult to ask additional questions (Tuckman, 1972) particularly sensitive questions (Tuah, 1995). Moreover, although questionnaires can generate a considerable amount of quantitative data, the emerging picture would lack the "depth" and the "richness" of information obtained by a qualitative means (Tuah, 1995).

### *Combining quantitative and qualitative data*

Data derived from interviews and diaries are generally classified as qualitative data, while those derived from questionnaires are generally categorised as quantitative data (Bryman, 1995). Wisely used, the three methods would complement and supplement one another. Information gathered from the interview and the diary could be used to illuminate or reconfirm the findings obtained from the survey questionnaire. The qualitative data would provide "depth", while the quantitative data "breadth of coverage". Thus the data would be more valid and reliable. Triangulation was also possible because the study involved multiple methods and multiple sources of data.

Popkewitz and Tabachnick (1981) suggest that there are multiple ways of knowing and that no one method can answer all our questions. Both quantitative and qualitative research methods are warrantable. The characteristics suggested by Bryman (1995) are useful in distinguishing between the two paradigms and a discussion of them serves further to illustrate the way in which the study transcends any apparent dichotomy:

Figure 3.1 Research Approaches

| Quantitative    | Qualitative                      |
|-----------------|----------------------------------|
| Test rigorously | Explores actor's interpretations |
| Distant         | Close                            |
| Outsider        | Insider                          |
| Confirming      | Emerging                         |
| Structured      | Unstructured                     |
| Nomothetic      | Ideographic                      |
| Static          | Socially constructed by actor    |
| Hard, reliable  | Rich, deep                       |

[Adapted from Bryman, 1995]

One end of this continuum would regard qualitative research as preparatory, investigating in an exploratory way prior to more rigorous testing by quantitative methods. The other pole regards qualitative research as an end in itself, exposing the meanings and interpretations of those researched. But the study is conceived of as a contribution to the jigsaw of knowledge. In that sense it is preparatory. In the words of Rorty, every study has been “hammered out” in the course of its history and every study has a role in modifying or shaping the future (Bernstein, 1983).

The relationship between researcher and subject may vary from the non-existent to

the close and personal. The interview method followed in this study falls somewhere between the two extremes. All the respondents were known personally to the researcher but with varying degrees of closeness. Of course, no relationship could be developed with the documentary sources researched. Research becomes a conversation between the researcher and the researched who include not only the interviewees but the “voices” within the documents. This is an interesting corollary to what Kluckhohn has to say:

...informants should be viewed not as actors whose behaviour must be measured, but as documents that reflect the culture of which they are the bearers.

(In Sherman R. and Webb R. [eds.], 1990:76)

Thus, all the sources for the study are people, and all the interviewees are documents. To-and-fro movement between the researcher and the researched constitutes the basic element of interpretation. Physical closeness may not always lead to deeper understanding.

In many studies, the researcher is an outsider, coming in with a pre-ordained set of questions or framework with which to approach the subjects. It may in fact be important to try to remain detached. Attempting to see through the eyes of the subjects and to get into their life-world represents the opposite pole. At this end of the continuum, the researcher adopts the role of insider (Bryman, 1995). A typical example of this would be the phenomenological approach. In the words of Husserl, “back to the things themselves”, or commitment to the greatest possible freedom from

pre-suppositions (Urmson and Ree, 1991). The extreme could again be represented as the researcher controlling the reported speech of the subjects as opposed to allowing them to speak for themselves (Goodson and Walker, 1988).

It is of course possible to enter to some degree into other people's ways of thinking, believing and acting. But with the best will in the world, we cannot see things exactly as they do. Beattie (1981) argues that even within our own culture, it is impossible both to be ourselves and to view the world from the position of the researched. However, the researcher in a qualitative paradigm attempts to view reality as supposedly constructed by the researched, achieving empathetic understanding by challenging preconceptions. During the course of the study, the researcher moved between the insider/outsider poles and encouraged his subjects to do the same, thus bridging a dichotomy again. Insider subjects for interview were asked how "outsiders" viewed Professional Development; the researcher's own experience of holding senior staff posts was also used to inform the analysis.

Bryman (1995) suggests that deductive research starts from a given theory or set of concepts whilst inductive research sets out to discover rather than verify theory. In practice, research is rarely so neatly compartmentalised.

One distinctive feature of the qualitative/quantitative debate is the issue of structured versus unstructured approaches to research. In the study, interviews and documentary analysis have been adopted at the method level. The form and the content of interviews were semi-structured. To ensure flexibility and "ecological validity" the interview process allowed for departures from the structure and the following up of

new lines of enquiry. Documentary analysis was again loosely structured.

Quantitative research usually attempts to establish law-like findings - the nomothetic dimension. This can also be true of certain types of qualitative research. Webster, Owen and Crane (1993) in their investigation of parental choice of secondary school, appear to show that presentations by headteachers and "recruitment" materials produced by the schools have little influence over parental choice. Opinions of current "customers" are a dominant force in selection. As a general rule it could thus be argued that schools should not bother with elaborate recruitment procedures or PR presentations by the headteacher. Vulliamy (1990) refers to the trade-off in research between ecological validity and population validity and the study attempts to reach a balance between the nomothetic and ideographic. The nomothetic is addressed through questioning several groups or levels of respondents on several aspects of professional development. The ideographic is addressed through examining a specific group or level of senior staff on specific aspect of professional development.

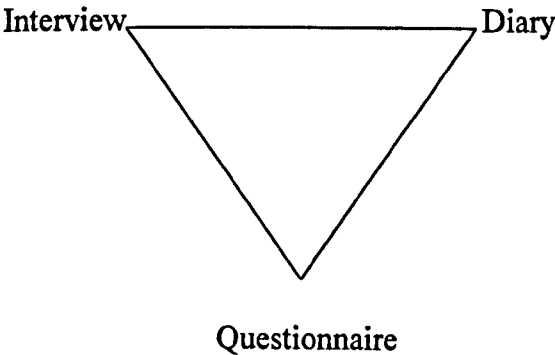
Bryman (1995) suggests that many aspects of the debate about qualitative and quantitative research are unsatisfactory. Each approach has its own strengths and weaknesses. If one is characterised as using "hard and rigorous data", the other adopts a "rich and deep" metaphor. The study does not attempt to gather data by conventional quantitative research methods. Its emphasis is more on the rich and deep. Yet the limitations of space dictate that richness and depth cannot be too great.

*Triangulation*

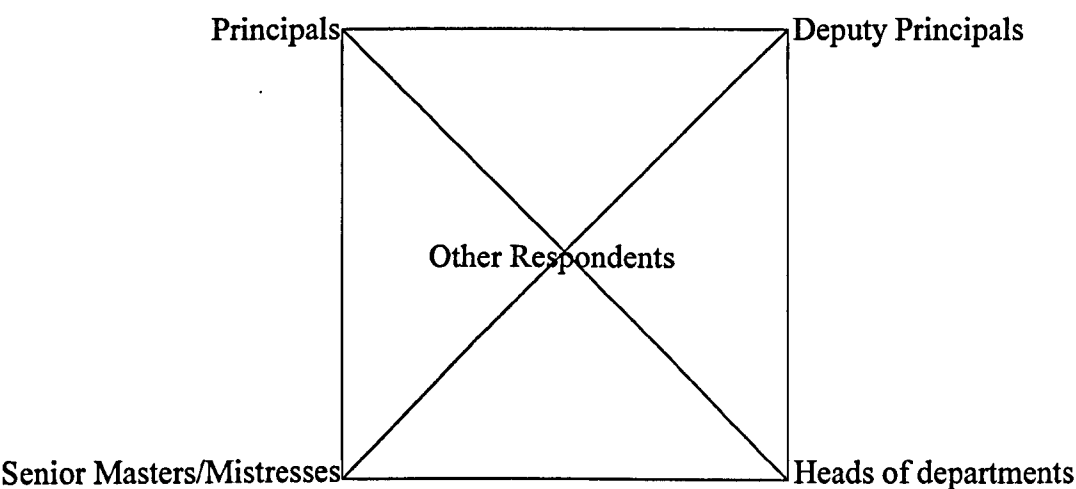
According to Cohen and Manion (1994) the process whereby two or more methods of collecting data are used is known as triangulation. They stress that triangulation is useful in order to avoid exclusive reliance on one method, which may misconstrue the researcher’s picture of the particular slice of the reality he or she is examining. They also stress that it is also useful to avoid becoming over dependent on one particular method because of familiarity with that particular method. Triangulation can be helpful in ensuring the validity and reliability of the data.

In this study three methods of collecting data were used, namely, interviews, diaries, and survey questionnaires. Data were collected from five sources, namely, the principals, deputy principals, senior masters/mistresses, heads of departments, and other non-senior staff respondents. Triangulation was therefore possible and is illustrated in Figure 3.2 and Figure 3.3 below.

**Figure 3.2 Triangulation Involving Multiple Methods of Data Collection**



**Figure 3.3 Triangulation Involving Multiple Sources of Data Collection**



**Formulation of questions**

The main purpose of asking the questions in the interview schedules, diary formats, and survey questionnaires was to investigate and gain greater insights into the perceptions, views and opinions of senior staff and the relevant stakeholders about the experience of senior staff, the tasks they perform, the procedure and criteria used to select them, their training, their professional development needs, and the ways of meeting those needs. It was hoped that the information would help to suggest ways for more effective professional development of senior staff of secondary schools in Brunei Darussalam. The principals, senior masters/mistresses, and heads of



departments were asked specifically about:

- their experience relating to gender, age, qualifications, experience in teaching or education service before becoming a senior staff member, the number of the present posts held so far, the number of senior positions held before being appointed to the present post (for principals only), and the department they are currently heading (for heads of departments only);
- their perceptions about the tasks they perform and will perform in future; the tasks that take most time, the tasks that they would like to be involved in but because of other pressures are unable to, their opinion on whether or not the job is stressful, and whether or not it is their job to prepare their deputy principals (for principals only);
- their perceptions about the procedures and criteria used to select them; whether or not their posts should carry special salary scales; whether or not the present procedures of selection should be changed (for principals only);
- their perceptions about their past pre-service and in-service training experience including the training methods or venues, training contents, and benefits of such training; their opinion on whether or not deputy principalship was a useful preparation for principalship (for principals only);
- their present and future training or professional development needs; and
- their opinion on the ways of meeting their professional development needs. These include whether or not the Government should establish a national training centre; the preferred methods of training; and the preferred trainers to train them.

The deputy principals were asked about:

- their experience relating to their gender, age, qualifications, experience in teaching or education service before becoming a senior staff member, the number of the deputy principal posts held so far, experience on the post; and senior positions held before being appointed to the present post; and
- their perceptions about the task they perform.

The non-senior staff respondents were asked about:

- their perceptions about the principals' present and future tasks;
- their perceptions about the way in which the principals were selected;
- their opinion on whether or not the principals should be trained before, after or both before and after their appointment;
- their perceptions about the principals' present and future professional development needs;
- their opinion on the ways of meeting the identified professional development needs (whether or not the Government should establish a national training centre, their perceptions about the best methods and trainers to be used to train principals).

Samples of the interview schedules, diary formats, and survey questionnaires are in Appendix D (pp. 260-269).

### **Administration of research instruments**

This subsection presents a brief discussion on the piloting of the research instruments, gaining access, and activities in the field. It also provides the reader with a bird's eye view of how the research instruments, namely, interviews, diaries, and survey questionnaires were administered and how the data were analysed.

#### *Piloting*

The purpose of a pilot exercise is to enable the researcher to carry out a preliminary analysis on whether or not the wording and format of the questions will perhaps present any difficulties to the respondents (Bell, 1993). Ideally drafts of instruments

should be tested on a group similar to the one that would form the population of the study (Bell 1993). However, since the site of the study was in Brunei Darussalam, the drafts were piloted on a group of Bruneian senior staff of secondary schools, officials from the Ministry of Education and the Ministry of Religious Affairs who were undergoing courses in various parts of England and Wales in 1993. They were also piloted on a couple of senior staff of comprehensive schools in Bristol, and a number of senior staff of secondary schools from other developing countries including the Gambia, Malaysia, St. Lucia, and Oman who were studying at Bristol University. Altogether 21 individuals took part in the pilot testing exercise. As suggested by Bell (1993), the main aim of this exercise was to: (a) find out how long it took for the respondents to complete the questions in the interview schedules and questionnaires; (b) check that all questions and instructions were clear; and (c) remove items which did not yield usable data.

In the light of the comments and suggestions from those who participated in the pilot testing exercise, the three research instruments were corrected, adjusted, improved and made ready for the real participants of the study, namely, senior staff of secondary schools in Brunei Darussalam.

### *Gaining access*

In order to gain access, individual principals, officials at the Ministry of Education, officials at the Ministry of Religious Affairs, academics at the University of Brunei Darussalam, and the President of the Brunei Union of Teachers were approached for

their permission to conduct the research. Copies of the letters asking for permission to conduct the research are in Appendix E (pp. 270-271). These letters introduced the researcher to the officials, academics, and principals, explained the broad scope of the study and its possible contributions to the professional development of senior staff of secondary schools in Brunei Darussalam, how the research was to be carried out, and promised to keep the anonymity of the respondents and confidentiality of the information given. Each research instrument also carried this guarantee in written form on the top of the first page. Written agreements to participate in the study were received from three officials of the Ministry of Education, namely, the Director of Administration and Services, Director of School Inspectorate, and the Assistant Director of Education (Secondary); and three principals of Mission schools. Copies of their letters are in Appendix F (pp. 272-277). Although the rest did not respond in writing, they agreed to participate when approached personally and over the telephone. Like keeping diaries, letter writing is not a part of the Bruneian culture. As Brunei Darussalam is a small country, most people would prefer to see others personally rather than writing to them.

### *In the field*

The busiest times of the school year in Brunei Darussalam lie between January and February, and between September and December. January is the beginning of the new school term, and February is always busy because of the National Day preparation and celebrations. In 1994, the holy month of Ramadhan also fell in February, which meant that schools started later and finished sooner. September is known as the revision month, while October, November, and December are examination months. Cognisant of these realities and mindful of the convenience of the senior staff, the researcher

decided to conduct the fieldwork in two phases over a period of eight weeks. The first phase was conducted in March-April 1994, and the second in July-August 1994.

After arriving in Brunei, the first two days were usually spent acclimatising and resting. On the third day the researcher started to contact the principals and the non-senior staff respondents either personally or over the telephone to make appointments to see them at their respective schools and offices. The only problem encountered during this period was that it was difficult to make appointments because of the respondents' busy schedules. There were a number of cancelled appointments which had to be re-negotiated at a later stage.

#### *Administration of interviews*

Before any interview began, the researcher explained the aim of the research, the purpose of the interview, and the topics to be discussed during the interview. The researcher also asked permission to tape-record the interview and to guarantee the anonymity of the respondent and confidentiality of information given by him or her. The principals were then asked to complete a short questionnaire relating to their personal details which normally took between three to five minutes to complete. It was necessary for the principals to complete the short questionnaire first, because after a few interviews it was soon found out that most principals would have to rush somewhere immediately after the interview without completing the questionnaire. As a result the researcher had to come and collect it at some other time. In doing so a lot of valuable time was wasted. After that experience, the interviews began only after the

questionnaires were completed.

As indicated earlier a tape recorder was used in order to help the researcher to countercheck the accuracy of his interview notes (Bell, 1993). Most respondents did not mind the use of the tape recorder. But a few, even after being assured of their anonymity and the confidentiality of information given, insisted that they did not want the interview to be tape-recorded. They were afraid that the information they gave would be used against them in the future (Bogdan and Biklen, 1992). The researcher always respected such a wish. Nevertheless some respondents were so anxious that they refused even to answer some straight questions. One principal (P8), for example, refused to answer when asked about his training needs, while another principal (P25) avoided answering questions on the procedure and criteria used to select him.

The interviews, which were estimated to last between one and a quarter hours, in reality often lasted longer than expected. A few respondents seemed to be over enthusiastic and were eager to give more information. This could happen in any interview as pointed out by Borg (1981). Normally two interviews were conducted per day, one in the morning and another in the afternoon. Frequently, schools were visited by car which involved difficult access along crowded roads. If a boat had to be used, then even fewer contacts could be made in one day. However, on some occasions, three or even four interviews were managed. This was deemed necessary in order to keep to the appointments and the time scale of the fieldwork. In such situations, the first interview was held at 8.00 in the morning, the second at 10.30, the third at 1.00 in the afternoon, and the last at 3.00. Commuting from one interview site to the next,

was very stressful particularly during the rush hours. Moreover as some principals and non-senior staff respondents were too busy, conducting the interviews was by no means easy. For instance, a principal (P5) who broke several appointments made in the first phase of the fieldwork, could only be finally interviewed in the second phase. Another principal (P19) had to be interviewed over the telephone at his home in the evening because it was not possible to interview him at his school during school hours. A copy of the interview timetable detailing the date, time of interviews and aids used is in Appendix G (p. 278).

Due to lack of experience on the part of the researcher in using the interview technique, the first few interview sessions did not go as smoothly as he would have desired. However, after some experience and the above cited problems notwithstanding, his interviews with the 29 principals and six non-senior staff respondents were conducted satisfactorily.

#### *Administration of diaries*

The diaries were distributed to the deputy principals through the principals during the initial visits. The principals were informed about the purpose of the diaries, how to complete them, what to include in them, and to stress the anonymity of the respondents and the confidentiality of information given. They were in turn asked to explain all this information to their deputies. This was not an ideal way of administering diaries. Ideally the researcher should have met the deputies personally himself. Such meetings would have helped the researcher to explain the purpose of the

exercise more fully and inquire about possible problems (Bell, 1993). However, the time constraint forced the researcher to adopt such an approach.

Each deputy principal was asked to keep a three-to-five day diary. They were asked to record how they spent their time at school. The diaries were limited to five days, because it was felt that longer periods would be a burden to the deputy principals who were as busy as the principals.

The diaries were normally collected after about two weeks from the date of distribution. As pointed out by Bell (1993), it was felt that two weeks was considered sufficient for the deputy principals to complete the diaries. Otherwise they might keep on postponing completing the diaries and might even forget to complete them altogether. Even then, some had to be reminded several times before they completed the diaries. One had to return his completed diary by post because he could not complete it on time.

The majority of the diaries were written in English. However, six were written in Malay because the deputy principals concerned were only able to communicate in Malay. This should not affect the validity of the data, because keeping diaries did not involve complicated skills.

Diaries are not a common method of recording experience in Brunei Darussalam. This is because keeping diaries is not part of the Bruneian culture. In some schools, however, teachers “on duty” are often asked to keep records of events or activities of



the day in a log book. The contents of these log books are sometimes reproduced in school magazines. The co-ordination of the keeping of logs are normally part of the deputy principals' responsibilities. Thus keeping diaries is part of the "duty", and, therefore, seldom "voluntary".

All the 31 deputy principals kept diaries between one to four days. The majority of 24 deputy principals kept three day diaries. A couple kept between one-day to two-day diaries. The rest kept four-day diaries. Details of the number of deputy principals and the number of days the diaries were kept are in Appendix H (p. 279).

#### *Administration of survey questionnaires*

As with the diary formats, the survey questionnaires were distributed to the senior masters/mistresses and heads of departments through the principals during the initial visits. The principals were informed about the purpose of the survey questionnaires, how to complete them, and asked to stress the anonymity of the respondents and the confidentiality of information given. They were in turn asked to explain all this information to their senior masters/mistresses and heads of departments. As with the deputies, this was not an ideal way of administering survey questionnaires for the reason given above.

The survey questionnaires were normally collected after about two weeks from the date of distribution. As with diaries, it was felt that two weeks was considered sufficient for the senior masters/mistresses and heads of departments to complete the

diaries. Otherwise it would become too easy for the respondents to put the questionnaire to one side and it would never be seen again (Bell, 1993). Some had to be reminded several times before they completed the questionnaires. One head of department (HOD179), for example, had to return his completed questionnaires by post because he could not complete them on time.

All the 87 senior masters/mistresses completed the survey questionnaires. The number of senior masters/mistresses varied from school to school. A few schools had no senior masters/mistresses. Others had between one and nine. The majority, however, had four. Details of the number of senior masters/mistresses who completed the survey questionnaires and the schools they came from are in Appendix I (pp. 280-283). The vast majority of heads of departments completed the survey questionnaires. As with the senior masters/mistresses, the number of heads of departments varied from school to school. A few had none, while others had between three and 13. The majority, however, had five. However, it seemed that none of the Heads of Departments of Chinese Language completed the survey questionnaires. There was no particular reason that the researcher could think of. Except perhaps that they could not communicate in English at all. But others, such as, Heads of Departments of Malay Language, and heads of Departments of Islamic Religious Knowledge responded without any problem. Details of the number of heads of departments who completed the survey questionnaires and schools are in Appendix I (pp. 280-283).

Judging from the number of responses, the researcher had good co-operation from all respondents. As a result the rate of return was about 90%. Nearly all the senior staff and all the six non-senior staff respondents provided data for the study. This high rate

of response was probably due to the researcher's familiarity with the respondents. Brunei Darussalam is a relatively small society and this, while making access easier, meant that confidentiality was more important than usual. Since the researcher is a former head of department in one secondary school and a principal in another, and an academic member of the University of Brunei Darussalam, most of the senior staff and the non-senior staff respondents are known to him. However, as indicated earlier, familiarity may trigger over eagerness on the part of the respondents. This, as pointed out by Borg (1981) can cause biases. Nevertheless, in any research biases cannot be avoided completely, but awareness of the problem plus constant self-control can help (Gavron, 1966). The researcher was very aware of the problems caused by bias and tried to be as objective as possible. This was particularly very true with interviews. However, the nature of the interviews, which was semi-structured, helped a lot in reducing biases. The questions were the same and repeated to all respondents. As a result the information given by the respondents was also more or less the same.

### *Analysis of data*

All data were manually analysed. Each interview note was read and re-read and doubled checked with the help of a tape recorder. Each diary format and questionnaire transcript was also read, re-read and double checked. Except for the diaries, the rest of the research instruments posed no major problems in coding and categorising. This was because they were already categorised into the various aspects of professional development. But a problem was encountered when categorising the data derived from the diaries. Some of the major problems will be highlighted later in the chapter. However, because of the massive data, it took a long time to process. Percentage was

used to describe and compare the responses. The data was presented in tabular form.

The data was analysed according to the research instruments used. The data derived from the interviews were analysed first. This was followed by the data derived from the diaries and finally by the data derived from the survey questionnaires. The data findings derived from the three instruments were discussed. Recommendations were made in the concluding section of the study.

However, there were some problems encountered during the analysis of data. First, the massive size of the data collected made managing the analysis rather difficult. Second, the fact that it was difficult to know which data was top priority and which was not, made the analysis rather confusing at times. Thirdly, there were specific problems pertaining to the nature of questioning used. For instance, Question 6 under “Personal Details” should be changed from “How long have you been a principal, deputy principal, senior master/mistress, or head of department in your present school?” to “How long have you been a principal, deputy principal, senior master/mistress, or head of department”? This was because the original question did not include the previous experience. Some respondents could have been a principal, deputy principal, senior master/mistress, or head of department for three or more years at their previous schools. Others could have been in their posts for three or more years if their previous and present experiences were combined. Since they were only asked about their present experience at their present school, it was possible that some had to be considered as “inexperienced”. This was because they had less than three years experience on the job at the present school. The information given was, therefore, liable to be misleading.

Another problem encountered pertained to categorising the data derived from the diaries. The main problem was to determine whether or not a particular task was under one category or another. Dadey and Harber (1991) seem to have encountered similar problems when they tried to classify the tasks of headteachers in some African countries. For instance, in their study they found it difficult to be precise on whether or not school fees should be included under “finance”, or “external relations”, or “student discipline”. In this study, the researcher found it equally difficult to decide on whether or not taking photographs of school activities, for example, was under “ethos” or “rituals” because it involved displaying the photographs of activities and achievements; or “finance” because they were sold and the money usually went to the school fund; or “communication” because some photographs were published in the school magazine as news items.

### **Conclusion**

The main strength of the research strategy adopted was that nearly all senior staff were included in the study. To countercheck the information given by the senior staff, six non-senior staff respondents were also included. Three research instruments were used to collect data, and data were collected from five sources. As a result triangulation of methods and sources of collecting data was possible. It was also possible for validity to be maintained and generalisations to be made. Thus the strategy adopted for the study is valid in its purpose of improving the professional development of senior staff of secondary schools in Brunei Darussalam. This was to be achieved by evaluating the existing professional development of senior staff of secondary schools in Brunei Darussalam. The focus of the evaluation was on some of the major aspects

of professional development. These include the senior staff's experience, tasks, selection, training, professional development needs, and the ways of meeting the needs. This was compared and contrasted with similar aspects of professional development of senior staff of secondary schools in other developed and developing countries. In addition the study may provide policy makers with valuable information that can help them shape future policy towards improving the effectiveness of professional development of senior staff of secondary schools. The study also raised questions for further research. It may also be useful in its contribution to the international literature on professional development of senior staff of secondary schools. The data also may provide a valuable source of information that can be used for further research.

However, as mentioned above, the main weakness of the strategy was the inclusion of nearly all senior staff in secondary schools in Brunei Darussalam irrespective of levels, types, and location of schools; and the use of three methods and three research instruments which resulted in mass of data. These two factors produced an abundance of data, which proved at times rather difficult to manage.

The outcome of the study might be different or perhaps the same if respondents were carefully selected. Instead of involving all senior staff, perhaps a representative of them would have sufficed. They might be selected on the basis of school location and types, gender proportion, and school achievement (based on examination results, sports, and extra curricular activities, for example). This might enable the types and the number of the stakeholders to be wide enough to include parents (again selected

on the basis of their children's achievement, home background, for example), teaching and non-teaching staff, even students. Besides using three research instruments, other instruments might also be used, such as observation. Instead of one-to-one interviews, group interviews particularly among teachers might be possible. Instead of diaries kept by the senior staff themselves, diaries of professional activities of the senior staff might also be kept by the stakeholders or even by the researcher. Nevertheless as is often the case time and/or resources normally dictate the methods and instruments used.

In the next three chapters analyses of the data collected from the interviews of principals and the stakeholders, diaries kept by deputy principals, and survey questionnaires completed by senior masters/mistresses and heads of departments are presented.

## **CHAPTER 4**

# **PRESENTATION OF DATA COLLECTED FROM INTERVIEWS OF PRINCIPALS AND NON-SENIOR STAFF RESPONDENTS**

### **Introduction**

This chapter is divided into two parts. The first part presents the data collected from the short questionnaires and interviews of principals. The second part presents the data collected from the interviews of non-senior staff respondents.

### **Part 1: Presentation of data collected from the principals**

#### **(a) Survey Questionnaires**

A short survey questionnaires was used to get the information on the principals' experience derived from their personal details.

#### **Personal details (experience) of principals**

The data presented include those involving the principals' gender, age, qualifications, and experience in teaching or the education service before being appointed to the present position. The data presented also include the number of principal posts held so far, experience in the post at the present school, senior posts held before first becoming a principal, the types of schools the principals come from, and the location



of their schools.

*Gender, type and location of school*

Table 4.1 shows that he majority of principals in Brunei Darussalam secondary schools are males. Of the 29 principals nearly 83% are males and only 17% are females. A majority of nearly 59% of principals came from the Ministry of Education schools, while a minority of about 7% came from the Ministry of Religious Affairs schools. The largest concentration of principals is in the Brunei-Muara District where

**Table 4.1 Principals by Gender, Type and Location of School**

| Location of School    | Type of School        |                            |                       |                               |                            |                       |                  |                            |                       |                  |                            |                       | Total                 |                  |                            |
|-----------------------|-----------------------|----------------------------|-----------------------|-------------------------------|----------------------------|-----------------------|------------------|----------------------------|-----------------------|------------------|----------------------------|-----------------------|-----------------------|------------------|----------------------------|
|                       | State                 |                            |                       |                               |                            |                       | Private          |                            |                       |                  |                            |                       |                       |                  |                            |
|                       | Ministry of Education |                            |                       | Ministry of Religious Affairs |                            |                       | Mission          |                            |                       | Chinese          |                            |                       |                       |                  |                            |
|                       | Gender                |                            |                       |                               |                            |                       |                  |                            |                       |                  |                            |                       |                       |                  |                            |
|                       | M<br>a<br>l<br>e      | F<br>e<br>m<br>a<br>l<br>e | T<br>o<br>t<br>a<br>l | M<br>a<br>l<br>e              | F<br>e<br>m<br>a<br>l<br>e | T<br>o<br>t<br>a<br>l | M<br>a<br>l<br>e | F<br>e<br>m<br>a<br>l<br>e | T<br>o<br>t<br>a<br>l | M<br>a<br>l<br>e | F<br>e<br>m<br>a<br>l<br>e | T<br>o<br>t<br>a<br>l | T<br>o<br>t<br>a<br>l | M<br>a<br>l<br>e | F<br>e<br>m<br>a<br>l<br>e |
| Brunei-Muara District | 6                     | 4                          | 10                    | 0                             | 1                          | 1                     | 2                | 0                          | 2                     | 1                | 0                          | 1                     | 14                    | 9                | 5                          |
| Tutong District       | 3                     | 0                          | 3                     | 1                             | 0                          | 1                     | 0                | 0                          | 0                     | 0                | 0                          | 0                     | 4                     | 4                | 0                          |
| Belait District       | 3                     | 0                          | 3                     | 0                             | 0                          | 0                     | 5                | 0                          | 5                     | 2                | 0                          | 2                     | 10                    | 10               | 0                          |
| Temburong District    | 1                     | 0                          | 1                     | 0                             | 0                          | 0                     | 0                | 0                          | 0                     | 0                | 0                          | 0                     | 1                     | 1                | 0                          |
| Total                 | 13                    | 4                          | 17                    | 1                             | 1                          | 2                     | 7                | 0                          | 7                     | 3                | 0                          | 3                     | 29                    | 24               | 5                          |

about 48% of principals are located. In contrast there is only one principal in the Temburong District. There are no principals of Mission and Chinese schools in the Tutong and Belait Districts. There are also no principals of Ministry of Religious Affairs schools in the Belait and Temburong Districts. Amongst the four types of schools, private schools have the highest percentage of males. All principals of Mission and Chinese schools are males. However, the number of males and females is equal in the Ministry of Religious Affairs schools. All the five female principals are located in the Brunei-Muara District only.

*Age, qualifications and number of years of experience  
in the education service before first becoming a principal*

The number of principals who are over 40 years old is more than those who are less than 40. Table 4.2 shows that nearly 76% are over 40, while only about 24% are less than 40. However, eight are more than 50 years old and none are less than 35. The majority are highly qualified academically and professionally. Nearly 83% have both academic (Bachelor and/or Master's degrees) and professional (Teaching Certificates and/or Diplomas in Education) qualifications. The rest have academic qualifications only. However, besides those qualifications some have other qualifications as well. These include certificates and/or diplomas in learning resources, educational management, administration, teaching English as a foreign language, engineering, and educational technology. Most were experienced educationists before first appointed as a principal. All except one have three or more years' experience in the education service before first becoming a principal. Those who are less than 40 are more

qualified and experienced than those who are over 40. This is because all those who are less than 40 have both academic and professional qualifications and have three or more years' experience in the education service before first becoming a principal. While not all of those who are over the age of 40 have both academic and professional qualifications, and one had no experience in the education service before being appointed to his present position.

**Table 4.2 Principals by Age, Qualifications and Number of Years of Experience in the Education Service Before First Becoming a Principal**

| Number of Years of Experience in the<br>Education Service Before First<br>Becoming a Principal | Age  |  |                  |                       |  |  |                  |                       | Total |
|--|--|--|------------------|-----------------------|--|--|------------------|-----------------------|-------|
|  | <40  |  |                  |                       | >40  |  |                  |                       |       |
|  | Qualifications   |  |                  |                       |  |  |                  |                       |       |
|  | A<br>c<br>a<br>d<br>e<br>m<br>i<br>c<br><br>O<br>n<br>l<br>y | P<br>r<br>o<br>f<br>e<br>s<br>s<br>i<br>o<br>n<br>a<br>l<br><br>O<br>n<br>l<br>y | B<br>o<br>t<br>h | T<br>o<br>t<br>a<br>l | A<br>c<br>a<br>d<br>e<br>m<br>i<br>c<br><br>O<br>n<br>l<br>y | P<br>r<br>o<br>f<br>e<br>s<br>s<br>i<br>o<br>n<br>a<br>l<br><br>O<br>n<br>l<br>y | B<br>o<br>t<br>h | T<br>o<br>t<br>a<br>l |       |
| <3   | 0  | 0  | 0                | 0                     | 0  | 0  | 1                | 1                     | 1     |
| 3>   | 0  | 0  | 7                | 7                     | 5  | 0  | 16               | 21                    | 28    |
| Total  | 0  | 0  | 7                | 7                     | 5  | 0  | 17               | 22                    | 29    |

*Number of principal's posts held so far, number of years of experience in the post at the present school and senior positions held before first becoming a principal*

As shown in Table 4.3 a majority of about 55% are on their first appointment, while only nearly 38% are on their second or more appointment. However, two did not answer the question. The number of those who held a combination of senior posts before first becoming a principal is more than those who held only one senior post. About 48% held a combination of senior staff posts before being appointed to their present posts. The rest were either former heads of departments, or senior masters/mistresses, or deputy principals. A majority of about 62% are experienced principals. This is because they have at least three or more years' experience on the job at the present schools. The rest are considered inexperienced because they have less than three years' experience on the job. A majority of nearly 69% who are on their first appointment are more experienced on the job than those who are on their second or more appointment. Those who held a combination of senior posts before first becoming a principal are more experienced on the job than those who held either head of department or senior master/mistress or deputy principal posts. This was because about 31% of those who held a combination of senior posts have three or more years' experience on the job at the present school. Only about 3% of former heads of departments and senior masters/mistresses and nearly 14% of former deputy principals have similar experience.

**Table 4.3 Principals by Number of Principal's Posts Held So Far, Senior Positions Held Before First Becoming a Principal and Number of Years of Experience on the Post at the Present School**

| Before First Becoming a Principal and Number of Years of Experience on the Post at the Present School |   |    |           |                        |    |           |                  |    |           |               |    |           |         |    |           |       |
|---|---|----|-----------|------------------------|----|-----------|------------------|----|-----------|---------------|----|-----------|---------|----|-----------|-------|
| Number of Principal's Posts Held So Far   | Senior Position Held Before First Becoming a Principal          |    |           |                        |    |           |                  |    |           |               |    |           |         |    |           | Total |
|   | Head of Department  |    |           | Senior Master/Mistress |    |           | Deputy Principal |    |           | A Combination |    |           | Neither |    |           |       |
|   | Number of Years of Experience on the Post at the Present School |    |           |                        |    |           |                  |    |           |               |    |           |         |    |           |       |
|   | <3  | 3> | T o t a l | <3                     | 3> | T o t a l | <3               | 3> | T o t a l | <3            | 3> | T o t a l | <3      | 3> | T o t a l |       |
| 1   | 0   | 1  | 1         | 0                      | 1  | 1         | 3                | 4  | 7         | 1             | 4  | 5         | 1       | 1  | 2         | 16    |
| >1  | 1   | 0  | 1         | 0                      | 0  | 0         | 1                | 0  | 1         | 4             | 3  | 7         | 0       | 2  | 2         | 11    |
| Didn't Indicate   | 0   | 0  | 0         | 0                      | 0  | 0         | 0                | 0  | 0         | 0             | 2  | 2         | 0       | 0  | 0         | 2     |
| Total   | 1   | 1  | 2         | 0                      | 1  | 1         | 4                | 4  | 8         | 5             | 9  | 14        | 1       | 3  | 4         | 29    |

### (b) Interviews

The interviews were used to collect data on the principals' main tasks, selection, and training. These were also used to find out their professional development needs, the ways of meeting the needs, and to get their general comments and suggestions on their professional development.

### **Tasks of principals**

The data presented include the present and future tasks of principals. Under the present tasks, they were also asked about the tasks that take most of their time, the

tasks that they would like to be involved in but were unable to, their opinion on whether or not the job was stressful, and their ways of managing stress.

### *Present tasks*

Of the 163 responses in total, the majority of nearly 45% can be categorised under technical. The rest, in order of priority involve human relations, conceptual, and external tasks. The main present tasks are those relating to making sure that teaching and learning take place. Details of categories of tasks are in Appendix C (p. 259).

### Technical tasks

As shown in Table 4.4. of the 73 responses categorised under technical tasks, a majority of 29 concern academic curriculum. The rest, in order of priority, are those relating to ethos, resources, and pastoral curriculum. Their tasks relating to academic curriculum required them to spend most of their time on ensuring that teaching and learning take place, that the prescribed curriculum and syllabus is implemented accordingly, allocating responsibilities to their staff and students, timetable arrangement, and getting involved in academic matters in general. Their tasks entailing ethos compelled them to spend their time on maintaining staff and students' discipline and counselling. Their tasks embracing resources demanded that they spend their time acquiring and distributing equipment and materials, finance, staffing, and collection of school fees. Their tasks covering pastoral curriculum necessitated

them spending their time on organising and co-ordinating extra curricular activities including religious activities and pastoral care.

**Table 4.4 Present Tasks: Technical**

| <b>Task Category</b>          | <b>Number of Responses</b> |
|-------------------------------|----------------------------|
| 1. <i>Academic curriculum</i> |                            |
| - Teaching and learning       | 13                         |
| - Curriculum and syllabus     | 9                          |
| - Academic in general         | 5                          |
| - Allocating responsibilities | 1                          |
| - Timetable arrangement       | 1                          |
| <b>Total</b>                  | <b>29</b>                  |
| 2. <i>Pastoral curriculum</i> |                            |
| - Extra curricular activities | 5                          |
| - Religious Activities        | 1                          |
| - Pastoral care               | 1                          |
| <b>Total</b>                  | <b>7</b>                   |
| 3. <i>Ethos</i>               |                            |
| - Discipline                  | 21                         |
| - Counselling                 | 2                          |
| <b>Total</b>                  | <b>23</b>                  |
| 4. <i>Resources</i>           |                            |
| - Equipment and materials     | 11                         |
| - Finance                     | 1                          |
| - Staffing                    | 1                          |
| - School fees                 | 1                          |
| <b>Total</b>                  | <b>14</b>                  |
| <b>Grand Total</b>            | <b>73</b>                  |

### Human relations tasks

Table 4.5 shows that of the 41 responses categorised under human relations tasks, a majority of 17 concern motivation. The rest, in order of priority, are those relating to staff development, communication, and inter-personal, intra-group and intra-group conflict resolution. Their tasks concerning motivation obliged the principals to

spend their time on students' welfare and motivation. Their tasks embracing staff development required them to spend their time on organising staff development and training programmes. Their tasks entailing communication required them to spend some time on communicating with people inside and outside the school. The latter included members of staff, students, parents and officials from the Ministry of Education. They also spend their time conducting meetings and having informal chats with students. Their tasks involving inter-personal, intra-group and inter-group conflict resolution required them to spend their time on establishing a cohesive team, establishing a positive school climate, public and human relations in general.

**Table 4.5 Present Tasks: Human Relations**

| <b>Task Category</b>  | <b>Number of Responses</b> |
|---|----------------------------|
| <b>1. Motivation</b>  |                            |
| - Welfare   | 12                         |
| - Motivation  | 5                          |
| <b>Total</b>  | <b>17</b>                  |
| <b>2. Staff development</b>   |                            |
| - Staff development   | 7                          |
| - Staff training  | 2                          |
| <b>Total</b>  | <b>9</b>                   |
| <b>3. Inter-personal, intra-group and inter-group conflict resolution</b>   |                            |
| - Creating a team,  | 3                          |
| - Establishing positive school climate  | 2                          |
| - Public and human relations  | 2                          |
| <b>Total</b>  | <b>7</b>                   |
| <b>4. Communication</b>   |                            |
| - Communicating internally with staff and students, and externally with parents, officials from the Ministry of Education | 6                          |
| - Conducting meetings   | 1                          |
| - Having informal chats with students   | 1                          |
| <b>Total</b>  | <b>8</b>                   |
| <b>Grand Total</b>  | <b>41</b>                  |



Conceptual tasks

Table 4.6 shows that of the 35 responses categorised under conceptual tasks, a majority of 20 concern evaluation and record keeping. The rest, in order of priority, are those relating to planning, organisation, co-ordination and control; and buildings, ground and plant. Their tasks concerning evaluation and record keeping required them to spend most of their time on supervision, students' performance, examinations, students' and teachers' work, lesson observation, and appraisal. Their tasks

**Table 4.6 Present Main Tasks: Conceptual**

| Task Category   | Number of Responses |
|---|---------------------|
| <i>1. Planning, organisation, co-ordination and control</i> |                     |
| - Routine administration                                    | 6                   |
| - Planning  | 3                   |
| - Staff control   | 1                   |
| - School's organisational structure                         | 1                   |
| <b>Total</b>  | <b>11</b>           |
| <i>2. Evaluation and record keeping</i>                     |                     |
| - Supervision   | 13                  |
| - Students' performance                                     | 2                   |
| - Examinations  | 2                   |
| - Students' and teachers' work and performance              | 1                   |
| - Lesson observation  | 1                   |
| - Appraisal   | 1                   |
| <b>Total</b>  | <b>20</b>           |
| <i>3. Buildings, ground and plant</i>                       |                     |
| - Building maintenance                                      | 2                   |
| - Hostels administration                                    | 1                   |
| - Physical facilities                                       | 1                   |
| <b>Total</b>  | <b>4</b>            |
| <b>Grand Total</b>  | <b>35</b>           |

involving planning, organisation, co-ordination and control required them to spend their time on routine administration, planning, staff control, and the school's

organisational structure. Their tasks to do with buildings, ground and plant compelled them to spend their time on building maintenance, hostels administration, and other physical facilities.

### External tasks

Table 4.7 shows that of the 14 responses categorised under external tasks, a majority of 12 are concerned with parents and the general community. The rest, in order of priority, are those relating to accountability to Governors and the education authority. Their tasks concerning parents and the general community required them to spend most of their time dealing with parents, getting parents and society's support, and entertaining visitors. Their tasks relating to accountability to Governors and the education authority compelled them to spend their time on dealing with officials from the Ministry of Education.

**Table 4.7 Present Main Tasks: External**

| <b>Task Category</b>   | <b>Number of Responses</b> |
|--|----------------------------|
| <b>1. Accountability to Governors and the education authority</b><br>- Dealing with officials from the Ministry of Education                   | 2                          |
| <b>Total</b>   | <b>2</b>                   |
| <b>2. Parents and the general community</b><br>- Dealing with parents<br>- Getting parents' and community's support<br>- Entertaining visitors | 7<br>3<br>2                |
| <b>Total</b>   | <b>12</b>                  |
| <b>Grand Total</b>   | <b>14</b>                  |

### The tasks that take most of principals' time

The tasks that take most of the principals' time are those relating to supervision and routine administration. Such tasks are conceptual in nature. Table 4.8 shows that conceptual tasks attracted 14 responses which was the largest number of responses. The principals spend at least two periods a week on supervision, because it cannot be delegated. Routine administration also takes most of their time, because they have to deal with everything including routine matters. The rest of their time is spent on checking students' work, monitoring academic performance, lesson observation, and planning. Such tasks also take most of their time, because the principals feel that those are the most important things to do in order to improve academic standards. Moreover these tasks cannot be delegated. Other tasks which take most of their time, in order of priority, are technical, human relations and external in nature. The technical tasks which take most of their time are those concerning discipline, teaching and learning, and acquiring resources. These tasks take most of their time, because it takes time to check students' exercise books, brief staff, discuss students' problems with their parents, and counsel them. It also takes time to maintain discipline and acquire resources both of which are thought to help in maximising teaching and learning. The human relations tasks which take most of their time are those encompassing students' welfare, communication with other people, staff development, and forming a team. These tasks take most of their time, because these are also necessary in order to maximise teaching and learning; they are on-going tasks; some adjustments are necessary if they are new to the school and forming a team; and of the need to travel down to the Ministry of Education to attend meetings and briefings. The external

**Table 4.8 The Tasks That Take Most of Principals' Time and the Reasons for Saying So**

| Task Category  | Reason  | Number of Responses |
|--|---|---------------------|
| <u>Technical</u>   |   |                     |
| 1. <i>Academic curriculum</i>  | 1. It takes time to check students' exercise books and brief staff                        | 1                   |
| - Teaching and learning  | [No Reason Given]   | 2                   |
|  | [No Reason Given]   | 1                   |
| - Implementing the new curriculum  |   |                     |
| 2. <i>Ethos</i>  | 2. It takes time to discuss students' problems with parents                               | 1                   |
| - Discipline   | 3. It takes time to counsel students  | 1                   |
|  | 4. It takes time to maintain discipline   | 2                   |
|  | [No Reason Given]   | 1                   |
| 3. <i>Resources</i>  |   |                     |
| - Lack of resources  | [No Reason Given]   | 2                   |
| - Acquiring resources  | 5. It takes time to acquire resources   | 1                   |
| <b>Total</b>   | <b>5</b>  | <b>12</b>           |
| <u>Conceptual</u>  |   |                     |
| 1. <i>Planning, organisation, co-ordination and control</i>                | 1. It takes time to deal with everything  | 2                   |
| - Routine administration   | 2. Being new it takes time to adjust to the school  | 1                   |
|  | [No Reason Given]   | 1                   |
| - Planning   | 3. It cannot be delegated   | 1                   |
| 2. <i>Evaluation and record keeping</i>                                    |   |                     |
| - Supervision  | 4. It takes at least two periods a week   | 1                   |
|  | 3. It cannot be delegated   | 1                   |
|  | [No Reason Given]   | 2                   |
| - Checking students' work  | 5. It is the most important thing to improve academic standard                            | 2                   |
| - Going to classes to observe lessons                                      | [No Reason Given]   | 1                   |
| - Monitoring academic performance  | [No Reason Given]   | 2                   |
| <b>Total</b>   | <b>5</b>  | <b>14</b>           |
| <u>Human Relations</u>   |   |                     |
| 1. <i>Motivation</i>   | 1. It is necessary to maximise teaching and learning                                      | 1                   |
| - Students' welfare  | [No Reason Given]   | 2                   |
| 2. <i>Staff development</i>  |   |                     |
| - Staff development  | 2. It is on-going   | 1                   |
| 3. <i>Inter-personal, intra-group and inter-group conflict resolutions</i> |   |                     |
| - Forming a team   | 3. Being new to the school it takes time to form a team                                   | 1                   |
| 4. <i>Communication</i>  |   |                     |
| - Communicating with people  | 4. It requires the principals to go down to the Ministry to attend meetings and briefings | 1                   |
|  | [No Reason Given]   | 2                   |
| <b>Total</b>   | <b>4</b>  | <b>8</b>            |
| <u>External</u>  |   |                     |
| 1. <i>Parents and the general community</i>                                |   |                     |
| - Dealing with parents   | 1. There is a need to call parents  | 1                   |
|  | 2. Communicating with parents takes time  | 1                   |
|  | 3. To get moral and financial support from them   | 1                   |
|  | [No Reason Given]   | 1                   |
| <b>Total</b>   | <b>3</b>  | <b>4</b>            |

tasks that take most of their time are those involving parents. These tasks take most of their time, because they need to call on parents, communicate with them, and get moral support from them.

The tasks that the principals would like to be involved in but are unable to

The majority of principals would like to be more involved in teaching, but because of other pressures are unable to. Such a task is technical in nature. Table 4.9 shows that

**Table 4.9 The Tasks That the Principals Would Like to be Involved in but Are Unable to**

| Task Category  | Number of Responses |
|--|---------------------|
| <u>Technical</u>   |                     |
| 1. <i>Academic curriculum</i>  |                     |
| - Teaching   | 8                   |
| - Curriculum development   | 2                   |
| - Writing educational books  | 1                   |
| 2. <i>Pastoral curriculum</i>  |                     |
| - Extra curricular activities  | 4                   |
| <b>Total</b>   | <b>15</b>           |
| <u>Conceptual</u>  |                     |
| 1. <i>Evaluation and record keeping</i>                                    |                     |
| - Lesson observing and supervision   | 11                  |
| - Monitoring students' progress and problems                               | 1                   |
| 2. <i>Buildings, ground and plant</i>                                      |                     |
| - Hostel management and administration                                     | 1                   |
| <b>Total</b>   | <b>13</b>           |
| <u>Human Relations</u>   |                     |
| 1. <i>Motivation</i>   |                     |
| - Motivating staff and students  | 3                   |
| 2. <i>Staff development</i>  |                     |
| - Staff development  | 2                   |
| 3. <i>Inter-personal, intra-group and inter-group conflict resolutions</i> |                     |
| - Promoting good relations between staff and students                      | 1                   |
| 4. <i>Communication</i>  |                     |
| - Communicating with students  | 2                   |
| <b>Total</b>   | <b>8</b>            |

technical tasks attracted 15 responses which was the largest number of responses. They also like to be involved in extra curricular activities, curriculum development, and writing educational books. Some would like to be more involved in conceptual tasks relating to lesson observation and supervision, monitoring students' progress and problems, and hostel management and administration. Others would like to be more involved in human relations tasks entailing motivating staff and students, staff development, communicating with students, and promoting good relations between staff and students.

#### Opinion of principals on whether or not the job is stressful

As shown in Table 4.10 the majority of principals find the job stressful. This claim is backed by 29 responses which was the largest number of responses. The main reason put forward is that the job involved too much work, responsibility and pressure. Others reasoned that there is always a time constraint in completing tasks, the nature of the job, difficult parents, variety of tasks, always wanting to do the best. Other reasons put forward range from "No co-operation" to "Managing people is always stressful." However, a small number of principals backed by seven responses indicated that the job is not stressful. For these principals they see the problems as challenges, they enjoy being a principal, and they share the problems with other senior staff. Others, as indicated by the three responses, consider the job stressful only sometimes.

**Table 4.10 Opinion of Principals on Whether or Not the Job Was Stressful and the Reasons for Saying So**

| Opinion                      | Reason  | Number of Responses |
|------------------------------|---|---------------------|
| (a) The job is stressful     | 1. Too much work, responsibilities or pressures   | 8                   |
|                              | 2. Time constraint to complete task   | 4                   |
|                              | 3. The nature of the job  | 3                   |
|                              | 4. Difficult parents  | 2                   |
|                              | 5. Varied and multiple tasks  | 2                   |
|                              | 6. Wanting to do the best   | 2                   |
|                              | 7. No co-operation  | 1                   |
|                              | 8. Wanting to maintain excellence   | 1                   |
|                              | 9. Miscommunication   | 1                   |
|                              | 10. Awareness of own limitations  | 1                   |
|                              | 11. People contacted even at home   | 1                   |
|                              | 12. Managing people is always stressful   | 1                   |
|                              | [No Reason Given]   | 2                   |
| <b>Total</b>                 | <b>12</b>   | <b>29</b>           |
| (b) The job is not stressful | 1. Problems are seen as challenges  | 4                   |
|                              | 2. Enjoy being a principal  | 2                   |
|                              | 3. Problems are shared with other senior staff  | 1                   |
| <b>Total</b>                 | <b>3</b>  | <b>7</b>            |
| (c) The job is sometimes     | 1. Sometimes challenging, other times rewarding because much of decision making is done at the Ministry | 2                   |
|                              | 2. Problems are shared with other senior staff in the 'Executive Committee'                             | 1                   |
| <b>Total</b>                 | <b>2</b>  | <b>3</b>            |

### Ways in which stress is managed

There is a popular way of managing stress amongst the principals. The majority stated that they managed stress by involving themselves with recreational or religious activities. Table 4.11 shows that such a claim attracted 10 responses which was the largest number of responses. Other methods include involving others in the running of the school, taking things one at a time, having overseas holidays, and walking round the school. Other methods adopted range from "Ensuring family understands the job" to "Letting superiors decide whether the decision taken is the best".

**Table 4.11 Ways of Managing Stress**

| No.          | Way of Managing Stress  | Number of Responses |
|--------------|---|---------------------|
| 1.           | Getting involved in recreational or religious activities          | 10                  |
| 2.           | Involving others in the running of the school                     | 3                   |
| 3.           | Taking things one at a time                                       | 3                   |
| 4.           | Having overseas holidays  | 3                   |
| 5.           | Walking round the school  | 2                   |
| 6.           | Ensuring family understands the job                               | 1                   |
| 7.           | Talking to people   | 1                   |
| 8.           | Smiling a lot   | 1                   |
| 9.           | Trying to forget work when at home                                | 1                   |
| 10.          | Trying to relax   | 1                   |
| 11.          | Listing priorities  | 1                   |
| 12.          | Trusting others   | 1                   |
| 13.          | Making compromises  | 1                   |
| 14.          | Asking staff to co-operate  | 1                   |
| 15.          | Training staff  | 1                   |
| 16.          | Making job specifications more clear                              | 1                   |
| 17.          | Making aims and objectives clear                                  | 1                   |
| 18.          | Letting superiors decide whether the decisions taken are the best | 1                   |
| <b>Total</b> | <b>18</b>   | <b>34</b>           |

### *Future tasks*

The majority predicted that in future their tasks will be more on organising and implementing the new curriculum, courses, and subjects. Such tasks are technical in nature. Table 4.12 shows that technical tasks recorded nine responses which was the largest number of responses. They also think that they will be delegating more responsibilities to their subordinates; more involved in deciding educational policy; more involved in maintaining discipline and counselling; acting more as a symbol rather than a facilitator, that is, more like a figure head than an educational leader; and more involved in income generating activities, budgeting and staffing. The rest of their tasks will be conceptual, external and human relations in nature. Their conceptual tasks will be mostly those relating to improving academic performance and



examination results, managing single session schooling, using more computers, managing contracting school size, and renewing contracts of expatriate staff. Their external tasks will be mainly those relating to involvement in local politics, such as membership of “Village Consultative Committee”, and accommodating the community’s involvement in school management. Their human relations tasks will be mostly those involving self development and staff management.

**Table 4.12 Future Tasks of Principals**

| <b>Task Category</b>   | <b>Number of Responses</b> |
|--|----------------------------|
| <u><b>Technical</b></u>  |                            |
| 1. <i>Academic curriculum</i>  |                            |
| - Organising and implementing the new curriculum, courses, and subjects    | 7                          |
| - Delegating more responsibilities   | 3                          |
| - More involved in deciding educational policy                             | 1                          |
| 2. <i>Ethos</i>  |                            |
| - Discipline   | 2                          |
| - As symbol rather than a facilitator                                      | 1                          |
| - Counselling  | 1                          |
| 3. <i>Resources</i>  |                            |
| - Income generating  | 2                          |
| - Budgeting  | 1                          |
| - Staffing   | 1                          |
| <b>Total</b>   | <b>19</b>                  |
| <u><b>Conceptual</b></u>   |                            |
| 1. <i>Planning, organisation, co-ordination and control</i>                |                            |
| - Managing single session schooling  | 2                          |
| - Using more computers   | 1                          |
| - Managing contracting school size   | 1                          |
| 2. <i>Evaluation and record keeping</i>                                    |                            |
| - Improving academic performance and examinations results                  | 5                          |
| - Renewing expatriate staff contracts                                      | 1                          |
| <b>Total</b>   | <b>10</b>                  |
| <u><b>Human Relations</b></u>  |                            |
| 1. <i>Staff development</i>  |                            |
| - Self development   | 2                          |
| 2. <i>Inter-personal, intra-group and inter-group conflict resolutions</i> |                            |
| - Staff management   | 1                          |
| <b>Total</b>   | <b>3</b>                   |
| <u><b>External</b></u>   |                            |
| 1. <i>Parents and the general community</i>                                |                            |
| - Involvement in local politics  | 3                          |
| - Accommodating the community’s involvement in school management           | 1                          |
| <b>Total</b>   | <b>4</b>                   |

## Selection of principals

The data presented include the procedures and criteria used to select the present principals, their opinion on whether or not the present procedures of selection should be changed, and their opinion on whether or not their post should carry a special salary scale.

### *Procedures and criteria used to select principals*

Table 4.13 shows that a majority of about 86% indicated that their posts were not advertised when they became vacant. Nearly 76% pointed out that they were not interviewed for the job. The majority of nearly 83% do not know whether they were selected because of the length of their teaching service, their teaching ability, or their qualifications.

**Table 4.13 Procedures and Criteria Used to Select Principals**

| Procedure and Criterion                            | Responses |               |               |                 | Total |
|--|-----------|---------------|---------------|-----------------|-------|
|  | Yes       | No            | Don't Know    | Didn't Indicate |       |
| (1) The post was advertised when it became vacant  | 4         | 25<br>(86.2%) | 0             | 0               | 29    |
| (2) Interviewed for the job                        | 7         | 22<br>(75.8%) | 0             | 0               | 29    |
| (a) Selected because of length of teaching service | 3         | 0             | 24<br>(82.7%) | 2               | 29    |
| (b) Selected because of teaching ability           | 3         | 0             | 24<br>(82.7%) | 2               | 29    |
| (c) Selected because of qualifications             | 3         | 0             | 24<br>(82.7%) | 2               | 29    |

However, some principals thought that there were other procedures and criteria used to select them. As shown in Table 4.14 most thought that they were selected because of the “Bruneization policy”. Normally vacant posts were advertised and candidates were interviewed. But because of the “Bruneization policy” introduced after independence in 1984, some were seconded from the Ministry of Education to replace retiring expatriate principals in private schools. One was appointed after retiring from a government department. Others were called to the Ministry of Education, interviewed informally and told about their appointment. A few were selected via various procedures and criteria. For instance, a principal was appointed from the rank and file, that is, he started off as a head of department, senior master/mistress and deputy principal before being appointed to his present position. Another principal was appointed from a teacher-cum-Education Officer straight to principalship. Another said that normally vacant posts were not advertised and candidates were not interviewed. But he was called to the Ministry of Religious Affairs, interviewed formally and asked to present a paper on school improvement and appointed after the presentation. Another said that normally vacant posts were advertised and candidates were interviewed. But he was appointed because he thought he was the most senior person. Another principal said that normally vacant posts were advertised and candidates were interviewed. But he was appointed because he thought that he had worked for a long time and the former principal knew him personally. Another principal said that the post was advertised when it became vacant. But because of the poor response, he was appointed without applying and without undergoing any

interview. Another thought that he was appointed for being at the right place at the right time.

**Table 4.14 Other Procedures and Criteria Used to Select Principals**

| No.          | Other Procedure and Criterion Used  | Number of Responses |
|--------------|---|---------------------|
| 1.           | Appointed because of the 'Bruneization Policy'. Seconded from the Ministry of Education to replace retiring expatriate principals in private schools                  | 4                   |
| 2.           | Called to the Ministry, interviewed informally and told about their appointment   | 2                   |
| 3.           | Selected from a teacher-cum-Education Officer straight to   | 1                   |
| 4.           | Called to the Ministry, interviewed formally and asked to present a paper on school improvement   | 1                   |
| 5.           | Appointed because he was the most senior person   | 1                   |
| 6.           | Appointed because had been worked for a long time and the former principal knew him personally  | 1                   |
| 7.           | The posts was advertised when it became vacant. But because of the poor response, he was appointed without applying for the post and without undergoing any interview | 1                   |
| 8.           | Being at the right place at the right time  | 1                   |
| <b>Total</b> | <b>9</b>  | <b>12</b>           |

*Opinion of principals on whether or not the present procedures of selection should be changed*

Table 4.15 shows that the majority of principals are of the opinion that the present selection procedures should be changed. Such an opinion was backed by 29 responses, which was the largest number of responses. They suggest that vacant posts should be advertised, criteria made known, and candidates interviewed. So that prospective candidates would work hard to fulfil the criteria. In addition they feel that such changes would attract the best candidates, and would enable the authority to choose the best and interested candidates. They also suggest that principals should be trained and prepared formally; potential candidates should be identified based on their performance and ability; groomed; sent for training, be appointed on an acting basis

after the training, and confirmed after some time if they perform well. A few suggestions put forward range from “Subject candidates to some sort of examinations” to “Request candidates to present working paper on school improvement”.

**Table 4.15 Opinion of principals on Whether or Not the Present Procedures of Selection Should be Changed and Their Suggestions/the Reasons for Saying So**

| Opinion   | Suggestion/Reason  | Number of Responses |
|---|--|---------------------|
| (a) The present procedure of selecting principals should be changed     | 1. Advertise vacant posts and make criteria known in order for prospective candidates to work and fulfil the criteria, to attract and choose the best and interested candidates  | 12                  |
|   | 2. Interview candidates  | 6                   |
|   | 3. Train and prepare principals formally   | 2                   |
|   | 4. Identify potential candidates' performance and ability, and groom them by job rotation, send them for intensive training. After completing the training, appoint them on acting basis at first, and confirm them if they perform accordingly  | 2                   |
|   | 5. Subject candidates to some sort of examinations   | 1                   |
|   | 6. It should not be based on GASing, family background or friendship with selectors  | 1                   |
|   | 7. Introduce point/merit system and pool system  | 1                   |
|   | 8. Get opinions of others before selecting a principal   | 1                   |
|   | 9. Request candidates to present working paper on school improvement   | 1                   |
|   | [In favour of change but did not make any suggestion/reason]   | 2                   |
| <b>Total</b>  | <b>9</b>   | <b>29</b>           |
| (b) The present procedure of selecting principals should not be changed | 1. The existing procedure where vacant posts are advertised and candidates are interviewed is already working well   | 7                   |
|   | 2. The existing procedure where vacant posts are not advertised and candidates are not interviewed should be retained. This is because the number of secondary schools is small. There are not enough candidates applying for senior positions if vacant posts are to be advertised and candidates are to be interviewed. Selection should be based on experience and use the existing assessment procedure to select principals | 2                   |
| <b>Total</b>  | <b>2</b>   | <b>9</b>            |
| (c) A combination   | 1. If someone is being groomed for the job, then there is no need to advertise vacant posts or interview candidates. When the post becomes vacant, appoint the person being groomed  | 1                   |
|   | 2. Advertise vacant posts and interview candidates if there is a large number of possible candidates. If the response is poor, appoint the candidate who is already known to be good without any interview   | 1                   |
| <b>Total</b>  | <b>2</b>   | <b>2</b>            |

However, a minority backed by nine responses indicated that they do not want the present procedure to be changed. Of the nine, seven said that they do not want any changes to the existing practice where vacant posts are advertised and candidates are interviewed. They felt that the existing system is already sufficient. Two thought that

direct appointment, where vacant posts are not advertised and candidates are not interviewed, should be retained. This is because they thought that the number of secondary schools is small, and therefore there are not enough candidates applying for senior positions if vacant posts are to be advertised and candidates are to be interviewed. They suggested that selection should be based on experience, and feel that the existing assessment procedure is sufficient to be used to select principals. A very small number backed by two responses stated that a combination of procedures including grooming and open application should be adopted instead.

*Opinion of principals on whether or not  
their post should carry a special salary scale*

The majority feel that their post should carry a special salary scale. As shown in Table 4.16 this opinion recorded 39 responses which was the largest number of responses. The main reason put forward is that the job carries the highest responsibility. Others thought it should be introduced because it would be an incentive to existing and prospective senior staff; the nature of the job justifies such a scale; principals' salary scale should be different from teacher's salary scale; the existing responsibility allowance was not compatible with the job; and it should be based on the population and level of the school. The rest ranged from "It would attract high calibre candidates" to "Post should be tied to salary". A single principal, however, thought that the post should not carry a special salary scale because money is not the most important thing.

**Table 4.16 Opinion of Principals on Whether or Not Their Post Should Carry a Special Salary Scale and the Reasons for Saying So**

| Opinion  | Reason  | Number of Responses |
|--|---|---------------------|
| (a) The post should carry a special salary scale     | 1. The job carries the highest responsibility                                 | 17                  |
|  | 2. It is an incentive   | 5                   |
|  | 3. The nature of the job justifies the post to carry a special salary scale   | 5                   |
|  | 4. Principals' salary scale should be different from teacher's salary scale   | 2                   |
|  | 5. The existing responsibility allowance is not compatible with the job       | 2                   |
|  | 6. It should be based on the population and level of the school               | 2                   |
|  | 7. It would attract high calibre candidates                                   | 1                   |
|  | 8. It is kind of recognition  | 1                   |
|  | 9. Some principals have already different salary scales from other principals | 1                   |
|  | 10. Post should be tied to salary   | 1                   |
|  | [No Reason Given]   | 2                   |
| <b>Total</b>   | <b>10</b>   | <b>39</b>           |
| (b) The post should not carry a special salary scale | 1. Money is not the most important thing.                                     | 1                   |
| <b>Total</b>   | <b>1</b>  | <b>1</b>            |

### Training of principals

The data presented include the number of principals who had experienced pre-service and in-service training, training venues, training content, and the benefits of training. The data presented also include the principals' opinion on whether or not deputy principalship was a helpful preparation for principalship, and their opinion on whether or not it is their job to prepare their deputy principals for principalship.

#### *Number of principals who had/had not experienced pre-service and in-service training*

The majority of principals had experienced some form of training. Table 4.17 shows that about 86% had experienced pre-service training, about 72% had experienced in-service training. Only one principal did not have any training at all.

**Table 4.17 Number of Principals Who Had/Had Not Experienced Pre-Service and/or In-Service Training**

| Type of Training      | Responses     |    | Total |
|-----------------------|---------------|----|-------|
|                       | Yes           | No |       |
| a. Pre-Service        | 25<br>(86.2%) | 4  | 29    |
| b. In-Service         | 21<br>(72.4%) | 8  | 29    |
| c. No Training at All | 1             | 28 | 29    |

*Pre-service and in-service training methods*

Table 4.18 shows that most pre-service training was conducted in-school, while most in-service training was conducted out-of-school. However, some pre-service as well as in-service training was conducted both in-school and out-of-school.

**Table 4.18 Pre-Service and In-Service Training Methods of Principals**

| Type of Training | Method      |               |                                  | Total |
|------------------|-------------|---------------|----------------------------------|-------|
|                  | In-School   | Out-of-School | Both In-School and out-of-School |       |
| a. Pre-Service   | 21<br>(84%) | 1             | 3                                | 25    |
| b. In-Service    | 0           | 18<br>(85.7%) | 3                                | 21    |

*Pre-service training content*

Most pre-service training content mainly involved routine administration. Such content is conceptual in nature. Table 4.19 shows that the content relating to



conceptual issues recorded 25 responses which was the largest number of responses. Besides routine administration they were also given training in skills relevant to the job, and in building maintenance. The rest of the content was technical and human relations in nature. Their training concerning technical aspects included timetable arrangement, curriculum matters, teaching, and implementing policies of the Ministry of Education. They were also given training in maintaining discipline and organising extra curricular activities. Their training relating to human relations included welfare, dealing with people, leadership and staff management. Full details of classification of training content are in Appendix C (p. 259).

**Table 4.19 Pre-Service Training Content of Principals**

| <b>Content Category</b>  | <b>Number of Responses</b> |
|--|----------------------------|
| <b><u>Technical</u></b>  |                            |
| 1. <i>Academic curriculum</i>  |                            |
| - Timetable arrangement  | 2                          |
| - Curriculum matters   | 2                          |
| - Teaching   | 1                          |
| - Implementing policies of the Ministry of Education                         | 1                          |
| 2. <i>Pastoral Curriculum</i>  |                            |
| - Organising extra curricular activities and clubs                           | 2                          |
| 3. <i>Ethos</i>  |                            |
| - Discipline   | 3                          |
| <b>Total</b>   | <b>11</b>                  |
| <b><u>Conceptual</u></b>   |                            |
| 1. <i>Planning, organisation, co-ordination and control</i>                  |                            |
| - Routine administration and management                                      | 22                         |
| - Related skills   | 2                          |
| 2. <i>Buildings, ground and plant</i>  |                            |
| - Building maintenance   | 1                          |
| <b>Total</b>   | <b>25</b>                  |
| <b><u>Human Relations</u></b>  |                            |
| 1. <i>Motivation</i>   |                            |
| - Welfare  | 1                          |
| 2. <i>Inter-personal, intra-personal and inter-group conflict resolution</i> |                            |
| - Dealing with people  | 1                          |
| - Leadership   | 1                          |
| - Staff management   | 1                          |
| <b>Total</b>   | <b>4</b>                   |

### *In-service training content*

The content of the principals' in-service training mainly involved leadership. Such content is human relations in nature. Table 4.20 shows that the content relating to human relations recorded 18 responses which was the largest number of responses. Besides leadership, they were also trained in personal relations, assertiveness, and

**Table 4.20 In-Service Training Content of Principals**

| Content Category   | Number of Responses |
|--|---------------------|
| <u>Technical</u>   |                     |
| 1. <i>Academic curriculum</i>  |                     |
| - Introduction of new curriculum   | 1                   |
| 2. <i>Ethos</i>  |                     |
| - Counselling  | 2                   |
| - Discipline   | 1                   |
| - Organising national celebrations   | 1                   |
| <b>Total</b>   | <b>5</b>            |
| <u>Conceptual</u>  |                     |
| 1. <i>Planning, organisation, co-ordination and control</i>                  |                     |
| - School management and administration                                       | 5                   |
| 2. <i>Evaluation and record keeping</i>                                      |                     |
| - Supervision  | 1                   |
| - Related skills in effective principalship                                  | 2                   |
| <b>Total</b>   | <b>8</b>            |
| <u>Human Relations</u>   |                     |
| 1. <i>Staff development</i>  |                     |
| - Stress management  | 3                   |
| - Time management  | 3                   |
| - Decision making  | 1                   |
| 2. <i>Inter-personal, intra-personal and inter-group conflict resolution</i> |                     |
| - Leadership   | 4                   |
| - Personnel relations  | 2                   |
| - Personnel management   | 1                   |
| - Assertiveness  | 1                   |
| 3. <i>Communication</i>  |                     |
| - Public speaking  | 1                   |
| - Conducting meetings  | 1                   |
| - Communication  | 1                   |
| <b>Total</b>   | <b>18</b>           |

personnel management. They were also trained in various skills including stress, management, decision making, public speaking, conducting meetings and communication. The rest of the content was conceptual and technical in nature. Their training concerning conceptual aspects included school management and administration, and skills related to effective principalship. Their training concerning technical aspects included counselling, maintaining discipline, organising national celebrations, and introduction of new curriculum.

### *Benefits of pre-service and in-service training*

The majority who had experienced pre-service and in-service training indicate that they had benefited a lot from such training. Table 4.21 shows that there are 26

**Table 4.21 Benefits of Pre-Service and In-Service Training of Principals**

| Type of Training | Benefit  | Number of Responses |
|------------------|--|---------------------|
| (a) Pre-Service  | 1. Relevant and useful for performing the job  | 8                   |
|                  | 2. Prepared them for the job   | 5                   |
|                  | 3. Gave them confidence to run the school  | 2                   |
|                  | 4. Gained good experience in order to do the job   | 2                   |
|                  | 5. Had the opportunity to run the school on their own                                      | 2                   |
|                  | 6. Provided good grounding   | 1                   |
|                  | 7. Had the opportunity to apply training to real situations                                | 1                   |
|                  | 8. Prospective principals should become deputy principals first                            | 1                   |
|                  | 9. Helped a lot when appointed as a principal  | 1                   |
|                  | 10. Training could be used to develop staff  | 1                   |
|                  | [Claimed that the training was beneficial but did not explain]                             | 2                   |
| <b>Total</b>     | <b>10</b>  | <b>26</b>           |
| (b) In-Service   | 1. Relevant to the job   | 9                   |
|                  | 2. Helped in performing the job  | 5                   |
|                  | 3. Provided the exposure   | 1                   |
|                  | 4. Useful to equip oneself   | 1                   |
|                  | 5. It enabled him to understand the difference between counselling and discipline problems | 1                   |
|                  | 6. It enabled him to compare theory with practice  | 1                   |
|                  | [Claimed that the training was beneficial but did not explain]                             | 3                   |
| <b>Total</b>     | <b>6</b>   | <b>21</b>           |

responses which indicate the benefits of pre-service training, and 21 which indicate the benefits of in-service training. The main reason put forward is that both the pre-service and in-service training they had was relevant and useful for performing their job. Besides that, some felt that their pre-service training also prepared them for the job, gave them confidence to run the school, provided them with good experience, and the opportunity to run the school on their own. The other benefits of in-service training was that it helped them in performing their job.

*Opinion of principals on whether or not deputy principalship  
was a helpful preparation for principalship*

The majority of principals who were former deputy principals are of the opinion that deputy principalship was a helpful preparation for principalship. As shown in Table 4.22 the majority of 21 responses are in favour of such opinion. The main reason given is that it provided them with the exposure to and experience for the job. Others said that it helped them to be prepared for the job, relevant training helped them a lot in performing their job, and they learnt a lot from the principal's guidance. The rest said that they could see the principal perform the job at first hand, and one principal had the opportunity to manage the school by himself. However, a small number of principals could not make any comment because they had never been a deputy principal.

**Table 4.22 Opinion of principals on Whether or Not Deputy Principalship Was a Helpful Preparation for Principalship and the Reasons for Saying So**

| Opinion  | Reason  | Number of Responses |
|--|---|---------------------|
| (a) Deputy principalship was a helpful preparation for principalship | 1. It provided exposure and experience                  | 9                   |
|  | 2. It prepared them for the job                         | 6                   |
|  | 3. Relevant training helped a lot in performing the job | 2                   |
|  | 4. Learnt a lot from the principal's guidance           | 2                   |
|  | 5. Could see the principal perform the job first hand   | 1                   |
|  | 6. Had the opportunity to manage school by himself      | 1                   |
| <b>Total</b>   | <b>6</b>  | <b>21</b>           |
| (b) Did not comment because never been a deputy principal            | 0   | 9                   |
| <b>Total</b>   | <b>0</b>  | <b>9</b>            |

*Opinion of principals on whether or not it is their job to help prepare deputy principals for principalships*

The majority of principals are of the opinion that it is their job to help prepare deputy principals for principalship. As shown in Table 4.23 this opinion is backed by 57 responses which was the largest number of responses. None is against. There are various suggestions put forward for preparing deputy principals. However, the most popular is by delegating, empowering and sharing of responsibilities. Others believed that deputies should be given the opportunity to act on their behalf, involved in decision making, given the exposure, involved in the discussion concerning the job, given some mentoring and coaching. A few prepare their deputies by job rotation; giving the general guidance, counselling, advice, grooming; and giving the opportunity to their deputies to shadow them.

**Table 4.23 Opinion of Principals on Whether or Not It is Their Job to Help Prepare Deputy Principals for Principalships and the Ways They Went About It**

| Opinion  | Way in which Principal Prepare Deputy Principals   | Number of Responses |
|--|--|---------------------|
| (a) It is the duty of the principal to help prepared deputy principals                       | 1. Delegating, empowering, and sharing responsibilities  | 26                  |
|  | 2. Giving opportunities to act on behalf of the principal  | 9                   |
|  | 3. Involving the deputies in decision making   | 5                   |
|  | 4. Giving exposure   | 3                   |
|  | 5. Discussing the job with deputies  | 2                   |
|  | 6. Mentoring   | 2                   |
|  | 7. Coaching  | 2                   |
|  | 8. Job rotation  | 1                   |
|  | 9. Giving guidance   | 1                   |
|  | 10. Counselling  | 1                   |
|  | 11. Giving advice  | 1                   |
|  | 12. Grooming   | 1                   |
|  | 13. Shadowing the principal  | 1                   |
|  | [Agreed that it is the principal's job to help prepare deputy principals, but members of staff are not interested in the post] | 1                   |
|  | [Agreed that it is the principal's job to help prepare deputy principals, but they had no deputy principal at resent]          | 1                   |
| <b>Total</b>   | <b>13</b>  | <b>57</b>           |
| (b) It is not the duty of the principal to help prepared deputy principals for principalship | 0  | 0                   |
| <b>Total</b>   | <b>0</b>   | <b>0</b>            |

### Professional development needs of principals

The data presented include the present and future training or professional development needs of principals. The main needs of principals at present are those involving staff training. Such needs are human relations in nature. Table 4.24 shows that the needs which can be classified under human relations recorded 30 responses which was the largest number of responses. The rest, in order of priority, are technical, conceptual and external needs. They attracted 21, 10 and 4 responses respectively. Of the 30 responses classified under human relations needs, a majority of 13 indicated that the principals require training in staff development and self development. The rest

**Table 4.24 Professional Development Needs of Principals at Present**

| Need Category       |   | Number of Responses   |
|---------------------|---|-----------------------|
| (a) Technical       | 1. <i>Academic curriculum</i><br>- Understanding and implementation of Government policies<br>- Instructional leadership<br>- Understanding the curriculum and curriculum development<br>- Timetable arrangement<br>- Current methods of teaching | 8<br>2<br>2<br>1<br>1 |
|                     | 2. <i>Pastoral curriculum</i><br>- Organisation of extra curricular activities  | 1                     |
|                     | 3. <i>Ethos</i><br>- Counselling  | 1                     |
|                     | 4. <i>Resources</i><br>- Budgeting<br>- Income generation<br>- Finance  | 3<br>1<br>1           |
|                     | <b>Total</b>  | <b>21</b>             |
|                     |   |                       |
| (b) Conceptual      | 1. <i>Planning, organisation, co-ordination and control</i><br>- Courses in school management and administration<br>- Classroom management<br>- Strategies for change and innovation  | 6<br>1<br>1           |
|                     | 2. <i>Evaluation and record keeping</i><br>- Strategy for improving examination results<br>- Supervision  | 1<br>1                |
|                     | <b>Total</b>  | <b>10</b>             |
|                     |   |                       |
| (c) Human Relations | 1. <i>Motivation</i><br>- Staff motivation  | 5                     |
|                     | 2. <i>Staff development</i><br>- Staff development<br>- Self development  | 12<br>1               |
|                     | 3. <i>Inter-personal, intra-group and inter-group conflict resolution</i><br>- Leadership<br>- Human relations<br>- Resolving conflicts   | 6<br>3<br>2           |
|                     | 4. <i>Communication</i><br>- Communication  | 1                     |
|                     | <b>Total</b>  | <b>30</b>             |
|                     |   |                       |
| (d) External        | 1. <i>Parents and the general community</i><br>- Dealing with parents   | 4                     |
|                     | <b>Total</b>  | <b>4</b>              |

indicated that the principals need training in leadership, human relations, and resolving conflicts. A few of the responses indicated that the principals need training in staff motivation and communication. Of the 21 responses categorised under technical needs, a majority of 14 showed that the principals need training in understanding and in implementation of the Government policies, instructional leadership, understanding the curriculum, curriculum development, timetable arrangement, and current methods of teaching. Some indicated that the principals require skills in budgeting, income generating, finance, organisation of extra curricular activities and counselling. Of the 10 responses categorised under conceptual needs, a majority of eight responses indicated that the principals need to enrol in courses relating to school management and administration, good classroom management, strategies for change and innovation and improving examination results, and supervision. All the four responses categorised under external needs indicated that the principals need training in dealing with parents. Full details of classification of training needs are in Appendix C (p. 259).

The main professional development needs of principals in future will be those involving self development in particular those involving acquiring computer skills. As shown in Table 4.25 such needs can be categorised under human relations which recorded 19 responses. Under this category the principals also indicated the need for training in leadership, resolving conflicts, human relations, and motivation.



**Table 4.25 Professional Development Needs of Principals in Future**

| Need Category       |   | Number of Responses        |
|---------------------|---|----------------------------|
| (a) Technical       | 1. <i>Academic curriculum</i><br>- Understanding and implementing Government policies<br>- Curriculum development<br>- Knowledge of basics contents of major subjects taught<br>- Organisation and introduction of new subject<br>- Instructional leadership<br>- Timetable arrangement                           | 6<br>2<br>1<br>1<br>1<br>1 |
|                     | 2. <i>Ethos</i><br>- Counselling  | 2                          |
|                     | 3. <i>Resources</i><br>- Budgeting<br>- Selection and appointment of staff<br>- Income generation   | 2<br>1<br>1                |
|                     | <b>Total</b>  | <b>18</b>                  |
|                     |   |                            |
| (b) Conceptual      | 1. <i>Planning, organisation, co-ordination and control</i><br>- Modern trends and practical skills in education and management and administration<br>- Strategies for change and innovation<br>- Delegation of responsibilities<br>- Professional courses (not academic) in school management and administration | 3<br>1<br>1<br>1           |
|                     | 2. <i>Evaluation and record keeping</i><br>- Staff supervision  | 1                          |
|                     | <b>Total</b>  | <b>7</b>                   |
| (c) Human Relations | 1. <i>Motivation</i><br>- Motivation  | 3                          |
|                     | 2. <i>Staff development</i><br>- Self development acquiring computer skills   | 10                         |
|                     | 3. <i>Inter-personal, intra-group and inter-group conflict resolution</i><br>- Leadership<br>- Resolving conflicts<br>- Human relations   | 4<br>1<br>1                |
|                     | <b>Total</b>  | <b>19</b>                  |
|                     |   |                            |
| (d) External        | 1. <i>Parents and the general community</i><br>- Dealing with parents<br>- Accommodating parents and community participation in school management and administration, getting their support for finance and income generating activities  | 3<br>2                     |
|                     | <b>Total</b>  | <b>5</b>                   |

The rest of their future training needs will be technical, conceptual and external in nature. Most of the technical needs will be those entailing skills in understanding and the implementation of Government policies, curriculum development, knowledge of the basic content of major subjects taught, instructional leadership, and timetable

arrangement. They will also need to acquire skills in budgeting, income generating, selection and appointment of staff, and counselling. Most of their conceptual needs will be those involving practical (not theoretical) skills in school management and administration, strategies for change and innovation, delegation of responsibilities, and professional courses (non-academic) on school management and administration. Most of their external needs will be those encompassing skills in dealing with parents, accommodating parents' and community's participation in school management and administration, and in getting their support for finance and income generating activities.

### **Ways of meeting the needs**

The data presented include the principals' opinion on whether or not the Government should set up a national training centre to train them and other senior staff of schools, the methods of training and trainers they preferred. Their general comments are also highlighted.

#### *Opinion of principals on whether or not the Government should establish a national training centre*

The majority of principals are of the opinion that a national training centre should be established by the Government to train them and other senior staff of schools. Table 4.26 shows that such an opinion recorded 34 responses, which was the largest number of responses. The main reason put forward is that such a centre would help existing

**Table 4.26 Opinion of Principals on Whether or Not the Government Should Establish a National Training Centre to Train Them and Other Senior Staff of Schools and the Reasons for Saying So**

| Opinion   | Reason   | Number of Responses |
|---|--|---------------------|
| (a) National training centre should be established to train senior staff of schools | It would:  |                     |
|   | 1. Help existing senior staff to up-date and perform their job more effectively          | 15                  |
|   | 2. Help to prepare prospective and newly appointed senior staff                          | 5                   |
|   | 3. Help staff to gain experience and exposure  | 3                   |
|   | 4. Double as resource, reference and think tank centre                                   | 2                   |
|   | 5. Localise training would be more relevant than overseas training                       | 2                   |
|   | 6. Offer systematised training   | 2                   |
|   | 7. Standardise training  | 2                   |
|   | 8. Co-ordinate training activities   | 1                   |
|   | 9. Train as many senior staff  | 1                   |
|   | 10. Build confidence and motivate senior staff   | 1                   |
| <b>Total</b>  | <b>10</b>  | <b>34</b>           |
| (b) National training centre should not be established                              | 1. Use existing training or educational training institutes instead                      | 2                   |
| <b>Total</b>  | <b>1</b>   | <b>2</b>            |
| (c) A combination   | 1. Senior staff should be trained both locally and overseas, in-school and out-of-school | 1                   |
| <b>Total</b>  | <b>1</b>   | <b>1</b>            |

senior staff to up-date and perform their job more effectively. Some thought that it would help to prepare prospective and newly appointed senior staff, and it would also help staff to gain experience and exposure. Others are of the opinion that it would double as resource, reference and think tank centre; localised training would be more relevant than overseas training; it would offer systematic training, and standardise training. A few felt that it would co-ordinate training activities, train as many senior staffs, and build confidence and motivate senior staff. However, a minority of two thought that such a centre should not be established. They reasoned that it is sufficient to use one of the existing training or educational institutions, such as the Training Unit of the Establishment Office (Prime Minister's Department) or the University of

Brunei Darussalam as a centre instead. Otherwise there would be duplication. Others thought that a combination of in-school and out-of-school as well as local and overseas training would be more beneficial.

*Training methods preferred by principals*

The majority prefer a combination of off-school and in-school training. Table 4.27 shows that of the 29 responses, 24 indicated that they prefer to be trained by a combination of methods. The rest prefer either in-school or out-of-school training.

**Table 4.27 Training Methods Preferred by Principals**

| Training Method   | Number of Responses |
|---|---------------------|
| <u>External Courses</u>                                 |                     |
| 1. Off-school shorter courses                           | 2                   |
| <b>Total</b>  | <b>2</b>            |
| <u>Internal Courses</u>                                 |                     |
| 1. In-school  | 1                   |
| 2. Mentoring  | 2                   |
| <b>Total</b>  | <b>3</b>            |
| <u>A Combination</u>                                    |                     |
| 1. A combination of out-of-school and in-school courses | 24                  |
| <b>Total</b>  | <b>24</b>           |

*Trainers preferred by principals*

As Table 4.28 indicate, the majority of 13 principals prefer experienced and successful principals to train them. One of the main reasons for preferring such trainers is that

they are considered experts and knowledgeable about the job. They are also the best models, because they tasted the 'salt' first. The least preferred trainers are inspectors of schools. No reason was given, because the interview was focusing on the reasons for preferring certain types of trainers only.

**Table 4.28 Trainers Preferred by Principals to Train Them and the Reasons for Preferring Such Trainers**

| Type of Trainers  | Reason  | Number of Responses |
|---|---|---------------------|
| (a) Officials from the Ministry of Education including policy makers            | i. They should be able to tell what was expected of them and the rules and procedures of running a school<br>ii. Most were former principals<br>[No Reason Given] | 4<br>1<br>3         |
| <b>Total</b>  | <b>2</b>  | <b>8</b>            |
| (b) Academics from the local university   | i. They are experts and knowledgeable<br>ii. Academics should be able to guide with theories<br>[No Reason Given]   | 3<br>2<br>4         |
| <b>Total</b>  | <b>2</b>  | <b>9</b>            |
| (c) Inspectors of schools   | i. They are experts and knowledgeable<br>ii. They should know because most would come from teaching professions   | 2<br>1              |
| <b>Total</b>  | <b>2</b>  | <b>3</b>            |
| (d) Experienced and successful local and overseas school principals             | i. Because of their expertise and knowledge<br>ii. They are the models<br>iii. They tasted the 'salt' first<br>[No Reason Given]                                  | 6<br>4<br>1<br>2    |
| <b>Total</b>  | <b>3</b>  | <b>13</b>           |
| (e) A combination of trainers from within and without the Ministry of Education | i. They are experts and experienced<br>ii. It should be open to trainers from outside the Ministry of Education in order to get enough and variety of trainers    | 3<br>1              |
| <b>Total</b>  | <b>2</b>  | <b>4</b>            |

Besides those trainers, there are others preferred by principals. As shown in Table 4.29 they include those experts who are experienced in relevant fields, such as psychologists, village headmen, officials from the Prime Minister's Department, and trainers from commerce and industry. The main reason for preferring such trainers is

trainers from commerce and industry. The main reason for preferring such trainers is that they are the most relevant trainers in some areas of professional development. Some are very successful in running professional development programmes in commerce and industry.

**Table 4.29 Other Trainers Preferred by Principals to Train Them and the Reasons for Preferring Such Trainers**

| Type of trainers  | Reason   | Number of Responses |
|---|--|---------------------|
| (a) Experts who were experienced and relevant to the field e.g. psychologists, specialists, village headmen, officials from the Prime Minister's Department | i. They were the most relevant trainers, experts, experienced and qualified                | 8                   |
|   | [No Reason Given]  | 1                   |
| (b) Trainers from commerce and industry   | ii. Some professional development programmes are run successfully in commerce and industry | 1                   |
| <b>Total</b>  | <b>2</b>   | <b>10</b>           |
| Didn't Indicate   | 0  | 1                   |
| <b>Total</b>  | <b>0</b>   | <b>1</b>            |

### **General comments made by principals**

The principals' comments and suggestions are grouped under tasks, selection, and training. As most of the comments were already highlighted in the interviews, only those which were not included will be discussed.

#### **Tasks**

As shown in Table 4.30 the main concern of the principals are those relating to fair distribution of resources. They suggested that all schools should be supplied with a

mixture of “good” as well as “not so good” students and teachers. They claimed that in the past some schools were supplied with just one type of students and teachers. They suggested that more physical education, domestic science and art teachers should be trained, because these subjects are compulsory, and there are not enough of such teachers. At present some important text books are out of print, and they suggested that these should be made available immediately to avoid problems of students doing their exercises and homework without text books. The principals felt that there should be support in the form of school secretaries and procedures concerning staff recruitment for private schools. They reasoned that this is to reduce delays in various Government departments including the Labour, Health and Immigration Departments that are involved in the process of recruitment of expatriate staff. They feel that schools should be regularly and systematically assessed. They suggested that assessors should include students. They believed that relevant assessment instruments should be especially tailor made for schools, because the present one originally designed for civil servants is not suitable to be used in schools. They also wanted red tape to be reduced.

### Selection

The principals felt that more authority in staff recruitment should be given to them. They believed selection should not necessarily be based on seniority alone. Those who are capable should be selected to senior positions regardless of seniority.

**Table 4.30 General Comments and Suggestions Made by the Principals**

| Comment and Suggestion  | Number of Responses |
|---|---------------------|
| <b>Tasks</b>  |                     |
| <u>Resources</u>  |                     |
| 1. Resources (students and teachers) should be fairly distributed among schools   | 2                   |
| 2. There should be support in the form of secretaries   | 1                   |
| 3. There should be support from the Ministry of Education concerning staff recruitment to reduce delays at various government departments involved in the processes | 1                   |
| 4. There should be enough teachers to teach certain subjects  | 1                   |
| 5. Out of print text books should be made available immediately   | 1                   |
| <u>Evaluation</u>   |                     |
| 1. Schools should be regularly and systematically assessed  | 1                   |
| 2. The assessors should include students  | 1                   |
| 3. Assessment instruments should be relevant to school  | 1                   |
| <u>Planning, Organisation, Co-ordination and Control</u>  |                     |
| 1. Red tapes should be reduced  | 1                   |
| <b>Total</b>  | <b>10</b>           |
| <b>Selection</b>  |                     |
| <u>Procedure</u>  |                     |
| 1. More authority should be given to principals in staff recruitment  | 2                   |
| 2. Vacant posts should be advertised and candidates should be interviewed   | 1                   |
| <u>Criteria</u>   |                     |
| 1. Only capable persons should be selected to the posts   | 1                   |
| <b>Total</b>  | <b>4</b>            |
| <b>Training</b>   |                     |
| <u>Training of Senior Staff</u>   |                     |
| 1. All principals and deputy principals should be trained   | 4                   |
| 2. Staff development should include all staff   | 1                   |
| 3. Subject departments should be given initiative to improve their own departments  | 1                   |
| <u>Method</u>   |                     |
| 1. All principals should begin from the bottom of the hierarchy   | 2                   |
| 2. Visits to effective schools should be encouraged and supported   | 1                   |
| 3. All training should have follow ups  | 1                   |
| <u>Trainers</u>   |                     |
| 1. Academics should be invited during the monthly principal meeting   | 1                   |
| <u>Strategies</u>   |                     |
| 1. A national training centre should be established   | 1                   |
| <b>Total</b>  | <b>12</b>           |
| <b>General</b>  |                     |
| 1. Principals' union or association should be established   | 10                  |
| 2. Retention system should be revised   | 1                   |
| 3. The 85% attendance requirement should be revised   | 1                   |
| 4. Students should be channelled into two streams after secondary three   | 1                   |
| 5. Principals should be included in the discussion of education policy  | 1                   |
| <b>Total</b>  | <b>14</b>           |



## Training

The principals suggested that all principals and deputy principals should be trained both before appointment as well as after their appointment. They believed that staff development should include all staff including ordinary teachers. They want subject departments to be given the incentive to improve by giving them support, such as by inviting experts from the University of Brunei Darussalam to organise departmental workshops. They thought that all principals should begin their career from the bottom of the hierarchy. First by being head of department, senior master/mistresses, deputy and eventually principal. They suggested that regular visits to effective schools - local or overseas - should be a feature in their professional development programmes. They suggested that all training should be followed up. They also suggested that lecturers from the University of Brunei Darussalam should be invited to talk about school management during the monthly principals' meeting.

The principals want a principals' union or association to be established. They thought that a union would be able to look after their professional development and welfare. They want the retention system that stopped students from being promoted from one year or one form to the next higher one should be revised. They felt that the policy of 85% attendance required of every student before they are allowed to sit for public examinations and to be promoted from one class or year to the next higher one should also be re-examined. Based on the students' ability and interest they prefer students to

be channelled into two streams after secondary three - one to an academic stream and the other to a vocational. They considered that they are the agent of change and implementors of policy. As such they suggested that they should be included in any policy discussion relating to secondary education.

### **Conclusion**

The data indicate that the level of experience of the majority of principals of secondary schools in Brunei Darussalam is high. For the majority are over 40, have both academic and professional qualifications, had more than three years experience in the education service before becoming a principal, have more than three years experience on the job at the present school, and held a combination of senior posts before being appointed to the present one. The majority also had pre-service and in-service training experience. The level of their in-service training content was high, because it was mostly relating to human relations. So too is the level of their training needs which were also human relations in nature. However, the data also indicate that the level of the tasks they perform is low, because these were mainly technical in nature. They never perform high level tasks relating to "goal identification", "staff deployment", and "employers and external" areas at all. The levels of their selection procedure and criteria are also low, because most of their posts were not advertised when these became vacant. As a result they were not sure of the criteria used to select them. The data also show that the level of their training needs and the level of their experience are inter-linked. However, the levels of these two are not linked with the level of the tasks they perform.

The principals suggested the following in order to improve the professional development of senior staff of secondary schools in Brunei Darussalam. Vacant posts should be advertised and candidates should be interviewed in order to attract the best candidates. Their post should carry a special salary scale because it carries heavy responsibilities. A national training centre should be established to train senior staff of schools. A combination of methods and trainers should be used to train them. They further suggest that staff and students should be fairly distributed among schools. Schools should be systematically and regularly assessed using relevant instruments, and all senior staff should be trained.

## **Part 2: Presentation of data collected from the interviews of non-senior staff respondents**

The interviews were used to collect data on the principals' main tasks, selection, training, training or professional development needs, and the ways of meeting the needs as perceived by the non-senior staff respondents.

### **Tasks of principals as perceived by the non-senior staff respondents**

The data presented are those relating to the present main tasks of the principals as perceived by the non-senior staff respondents, other tasks that they would like the principals to be involved in that the principals are not normally involved in, their opinion on whether or not the principal's job is stressful, and their predictions of the principals' future tasks.

#### *Present main tasks*

The main tasks of principals at present as perceived by the non-senior staff respondents are those involving ensuring that teaching and learning take place. As shown in Table 4.31, such tasks are categorised as technical tasks. These attracted 16 responses which was the largest number of responses. The principals are also perceived to be involved in other technical tasks including implementing Government policies, implementing the curriculum, organising extra curricular activities, maintaining staff and students'

**Table 4.31 Present Main Tasks of Principals as Perceived by the Non-Senior Staff Respondents**

| Task Category       |   | Number of Responses |
|---------------------|---|---------------------|
| (a) Technical       | 1. <i>Academic curriculum</i><br>- Teaching and learning<br>- Implementing Government policies<br>- Curriculum      | 3<br>2<br>2         |
|                     | 2. <i>Pastoral curriculum</i><br>- Organising extra curricular activities   | 2                   |
|                     | 3. <i>Ethos</i><br>- Staff and students' discipline   | 3                   |
|                     | 4. <i>Resources</i><br>- Finance<br>- School feeding scheme   | 3<br>1              |
|                     | <b>Total</b>  | <b>16</b>           |
|                     |   |                     |
| (b) Conceptual      | 1. <i>Planning, organisation, co-ordination and control</i><br>- Planning for the school<br>- School administration | 2<br>2              |
|                     | 2. <i>Evaluation and record keeping</i><br>- Teaching supervision<br>- Academic performance<br>- School improvement | 2<br>1<br>1         |
|                     | 3. <i>Buildings, ground and plant</i><br>- Cleanliness and safety of buildings and ground<br>- Hostel management    | 2<br>1              |
|                     | <b>Total</b>  | <b>11</b>           |
|                     |   |                     |
|                     |   |                     |
| (c) Human Relations | 1. <i>Motivation</i><br>- Staff and students' welfare   | 3                   |
|                     | 2. <i>Staff development</i><br>- Staff development<br>- School development  | 2<br>1              |
|                     | 3. <i>Inter-personal, intra-group and inter-group conflict resolution</i><br>- Human relations                      | 1                   |
|                     | <b>Total</b>  | <b>7</b>            |
| (d) External        | 1. <i>Parents and the general community</i><br>- Contact with parents and the general community                     | 1                   |
|                     | 2. <i>Employers and external</i><br>- External relations  | 1                   |
|                     | <b>Total</b>  | <b>2</b>            |

discipline, co-ordinating school feeding schemes. The rest of the principals' tasks, in order of priority, are perceived to include conceptual, human relations and external. Their

conceptual tasks are perceived to encompass planning, administration, supervision, academic performance, school improvement, cleanliness and safety of buildings and ground, and hostel management. Their human relations tasks are perceived to embrace staff and students' welfare, staff and school development and human relations. Their external tasks are perceived to embody contact with parents and the general community and external relations. Full details of classification of tasks are in Appendix C (p. 259).

*Other tasks that the principals should be involved*

It seems that other tasks that the non-senior staff respondents would like the principals to be more involved in but because of other pressures they are not able to be are those relating to teaching and implementing Government policies. Such tasks are technical in nature.

**Table 4.32 Other Tasks That the Non-Senior Staff Respondents Would Like the Principals to Be Involved in That They Were Not Normally Involved in**

| Task Category   | Number of Responses |
|---|---------------------|
| <u>Technical</u>  |                     |
| 1. <i>Academic curriculum</i>                               |                     |
| - Teaching  | 1                   |
| - Implementing Government policies                          | 1                   |
| 2. <i>Pastoral curriculum</i>                               |                     |
| - Sporting activities                                       | 1                   |
| <b>Total</b>  | <b>3</b>            |
| <u>Conceptual</u>   |                     |
| 1. <i>Planning, organisation, co-ordination and control</i> |                     |
| - Classroom management                                      | 1                   |
| <b>Total</b>  | <b>1</b>            |
| <u>External</u>   |                     |
| 1. <i>Parents and the general community</i>                 |                     |
| - Contact with parents and the general community            | 2                   |
| <b>Total</b>  | <b>2</b>            |

Table 4.32 shows that technical tasks attracted three of the possible six responses which

was the largest number of responses. The rest of the technical tasks that they would like the principals to be involved in are those relating to sporting activities. They would also like the principals to be involved in, in order of priority, external and conceptual tasks. They would like the principals to be involved in external tasks, such as establishing contact with parents and the general community. They would also like the principals to be involved in conceptual tasks particularly those involving classroom management.

*Opinion of non-senior staff respondent on  
whether or not the principal's job is stressful*

Table 4.33 shows that a majority of five of the non-senior staff respondents perceived that the principal's job is full of stress. They reasoned that it is not easy to deal with other professionals and please every one at the same time, that the job is on an *ad hoc* basis, and that they are being constantly asked to do work at short notice. However, one non-senior staff respondent perceived that the job is neither stressful nor unstressful. He reasoned that heading a school is a challenge.

**Table 4.33 Opinion of Non-Senior Staff Respondents on Whether or Not  
the Principal's Job Is Stressful and the Reasons for Saying So**

| Opinion  | Reason  | Number of Responses |
|--|---|---------------------|
| (a) The job is stressful                         | 1. It is not be easy to deal with other people or professionals and please everyone | 3                   |
|  | 2. It is stressful to be asked to do work on short notice                           | 1                   |
|  | [No Reason Given]   | 1                   |
| <b>Total</b>                                     | <b>2</b>  | <b>5</b>            |
| (b) The job is neither stressful nor unstressful | 1. It is a challenge  | 1                   |
| <b>Total</b>                                     | <b>1</b>  | <b>1</b>            |

### *Future tasks*

The non-senior staff respondents predicted that in future the principals will be more involved in managing the use of technology in teaching and learning. Such tasks are technical in nature. Table 4.34 shows that such tasks recorded five responses which was the largest number of responses. They also predicted that principals will be more involved in accommodating special education for both handicapped and gifted students, and producing manpower for the country. The rest of their tasks are predicted to be

**Table 4.34 Future Tasks of Principals as Perceived by the Non-Senior Staff Respondents**

| Task Category  | Total    |
|--|----------|
| <u>Technical</u>   |          |
| 1. <i>Academic curriculum</i>  |          |
| - Managing the use of technology e.g. computers in teaching and learning | 3        |
| - Accommodating special education for handicapped and gifted students    | 1        |
| - Producing manpower for the country                                     | 1        |
| <b>Total</b>   | <b>5</b> |
| <u>Conceptual</u>  |          |
| 1. <i>Planning, organisation, co-ordination and control</i>              |          |
| - Managing one session schooling   | 1        |
| - Using computers in school management                                   | 1        |
| - More autonomy  | 1        |
| 2. <i>Evaluation and record keeping</i>                                  |          |
| - Managing the abolition of some of the public examinations              | 1        |
| - Managing the abolition of retention system                             | 1        |
| <b>Total</b>   | <b>5</b> |
| <u>Human Relations</u>   |          |
| 1. <i>Staff development</i>  |          |
| - Self development   | 2        |
| 2. <i>Communication</i>  |          |
| - Using the latest technology to communicate                             | 1        |
| <b>Total</b>   | <b>3</b> |



conceptual and human relations in nature. Their conceptual tasks will include those involving managing one session schooling, managing widespread use of computers in school management, managing autonomy, managing the abolition of some of the public examinations, and the retention system. Their human relations tasks will include those relating to self development (attending up-grading courses, computer skills, for example) and the use of the latest technology to communicate (the use of facsimile, for example).

### **Selection of principals as perceived by the non-senior staff respondents**

The data presented below include the procedures and criteria used to select the present principals as perceived by the non-senior staff respondents, their opinion on whether or not the present procedures and criteria of selecting principals should be changed, and their opinion on whether or not the post of principal should carry a special salary scale.

#### *Procedures and criteria used to select principals*

Table 4.35 shows that five of the six non-senior staff respondents perceived that vacant posts of the present principals were not advertised when these became vacant, and candidates were not interviewed for the job. Although the posts were not advertised, a majority of five non-senior staff respondents believed that the principals were selected on the basis of a combination of criteria. These include the length of teaching service, teaching ability and qualifications.

**Table 4.35 Procedures and Criteria Used to Select Principals as Perceived by the Non-Senior Staff Respondents**

| Procedure and Criterion                              | Responses |    |                 | Total |
|--|-----------|----|-----------------|-------|
|  | Yes       | No | Didn't Indicate |       |
| 1. Vacant posts were advertised                      | 0         | 5  | 1               | 6     |
| 2. Applicants were interviewed                       | 0         | 5  | 1               | 6     |
| a. Selection was based on length of teaching service | 0         | 0  | 6               | 6     |
| b. Selection was based on teaching ability           | 0         | 0  | 6               | 6     |
| c. Selection was based on qualifications             | 0         | 0  | 6               | 6     |
| d. A combination of the above                        | 5         | 0  | 1               | 6     |

However, besides those procedures and criteria mentioned above, the non-senior staff respondents also believed that there were others as well. As shown in Table 4.36 these included seniority, experience, family connections and relevant traits.

**Table 4.36 Other Procedures and Criteria Used to Select Principals as Perceived by the Non-Senior Staff Respondents**

| Procedure and Criterion  | Number of Responses |
|--------------------------|---------------------|
| 1. Seniority             | 1                   |
| 2. Experience            | 1                   |
| 3. Family connections    | 1                   |
| 4. Other relevant traits | 1                   |
| Total                    | 4                   |

*Opinion of non-senior staff respondents on whether or not the present procedures and criteria of selecting principals should be changed*

Table 4.37 shows that eight responses, which was the highest number of responses, indicated that the non-senior staff respondents are of the opinion that the present procedure and criteria of selecting principals should be changed. They suggested that vacant posts and criteria for selection should be made known, and candidates should be interviewed. However, one respondent indicated that the present system of school supervision is already good. It only needs some improvement. He argued that if the present system of supervision is to be perfected, it could be used to select principals without advertising the vacant posts and interviewing candidates.

**Table 4.37 Opinion of Non-Senior Staff Respondents on Whether or Not the Present Procedures and Criteria of Selecting Principals Should be Changed and Their Suggestions/the Reasons for Saying So**

| Opinion  | Suggestion/Reason   | Number of Responses |
|--|---|---------------------|
| (a) The present selection procedure should be changed              | 1. Make vacant posts known to applicants  | 4                   |
|  | 2. Make the criteria known  | 2                   |
|  | 3. Interview candidates   | 1                   |
|  | [No Suggestion/Reason Given]  | 1                   |
| <b>Total</b>   | <b>3</b>  | <b>8</b>            |
| (b) The present selection procedure should not be changed because: | 1. The present system of supervision in state schools is already good. It only needs some improvement | 1                   |
| <b>Total</b>   | <b>1</b>  | <b>1</b>            |

*Opinion of non-senior staff respondents on whether or  
not the principal's post should carry a special salary scale*

The majority of the non-senior staff respondents are of the opinion that the principal's post should carry a special salary scale. Table 4.38 shows that such opinion is backed by six responses which was the largest number of responses. The main reason put forward is that the person who performed the job should be rewarded accordingly and should be given an incentive. Others reasoned that the post carries a big responsibility and should be accorded with the rightful status, and any position should have a scale. Some non-senior staff respondents are also of the opinion that salary scales should be based on various factors which include the level and population of the school, and whether or not the school is residential.

**Table 4.38 Opinion of Non-senior Staff Respondents on Whether or Not the  
Principal's Post Should Carry a Special Salary Scale and the Reasons for Saying So**

| Opinion  | Reason   | Number of Responses |
|--|--|---------------------|
| (a) The principal's post should carry a special salary scale     | 1. As a reward and incentive   | 3                   |
|  | 2. The post carries a big responsibility and should be accorded with the rightful status | 1                   |
|  | 3. Any position should have a salary scale   | 1                   |
|  | [No Reason Given]  | 1                   |
| <b>Total</b>   | <b>4</b>   | <b>6</b>            |
| (b) The principal's post should not carry a special salary scale | 0  | 0                   |
| <b>Total</b>   | <b>0</b>   | <b>0</b>            |
| (c) Salary scales should be based on relevant factors            | 0  | 2                   |
|  | [No Reason Given]  |                     |
| <b>Total</b>   | <b>0</b>   | <b>2</b>            |

## Training of principals as perceived by the non-senior staff respondents

The data presented include the opinion of the non-senior staff respondents on whether or not principals should have training before and/or after becoming a principal, and their opinion whether or not principals should help prepare deputy principals for principalship.

### *Opinion of non-senior staff respondents on whether or not principals should have training before and/or after becoming a principal*

It appears that the majority of the non-senior staff respondents are of the opinion that all principals should have training both before and after their appointment. Table 4.39 shows that this suggestion is backed by eight responses which was the largest number of

**Table 4.39 Opinion of Non-Senior Staff Respondents on Whether or Not Principals Should Have Training Before and/or After Becoming a Principal and the Reasons for Saying So**

| Opinion  | Reason  | Number of Responses |
|--|---|---------------------|
| (a) Principals should have training before and after becoming a principal        | 1. Training before appointment is for preparation purposes, while after appointment is for up-dating purposes | 3                   |
|  | 2. Training before appointment is to identify potential principals  | 2                   |
|  | 3. Professional development is a continuous process   | 1                   |
|  | 4. To help them to carry out their responsibilities more effectively  | 1                   |
|  | [No Reason Given]   | 1                   |
| <b>Total</b>   | <b>4</b>  | <b>8</b>            |
| (b) Principals should not have training before and/or after becoming a principal | 0   | 0                   |
| <b>Total</b>   | <b>0</b>  | <b>0</b>            |

responses. None suggested otherwise. The main reason they put forward for saying so is that training before appointment is useful for preparation purposes, while training after appointment is useful for up-dating purposes. Other reasons they put forward are that training before appointment is to identify potential principals; professional development is a continuous process, and therefore training (which is part of it) should be carried out continuously; and to help them to carry out their responsibilities more effectively.

*Opinion of non-senior staff respondents on whether or not principals should help prepare deputy principals for principalship*

The majority of the non-senior staff respondents are of the opinion that principals should help prepare deputy principals for principalship. Table 4.40 shows that this opinion is backed by 17 responses in total which was largest number of responses. None suggested otherwise. They suggested that principals should do it by delegating some responsibilities

**Table 4.40 Opinion of Non-Senior Staff Respondents on Whether or Not Principals Should Help Prepare Deputy Principals for Principalship and Their Suggestions on How Principals Should Go about It**

| Opinion  | Suggestion on How Principals Should Go about It                 | Number of Responses |
|--|---|---------------------|
| (a) Principals should help prepare their deputy principals for principalship     | 1. Delegating responsibilities                                  | 5                   |
|  | 2. Giving them the opportunity to act on the principal's behalf | 3                   |
|  | 3. Including them in the 'Senior Management Team'               | 2                   |
|  | 4. Grooming them  | 1                   |
|  | 5. Identifying potential candidates                             | 1                   |
|  | 6. Giving them routine work                                     | 1                   |
|  | 7. Involving them in decision-making                            | 1                   |
|  | 8. Mentoring them   | 1                   |
|  | 9. Coaching them  | 1                   |
|  | 10. Be a resource person for them                               | 1                   |
| <b>Total</b>   | <b>10</b>   | <b>17</b>           |
| (b) Principals should not help prepare their deputy principals for principalship | 0   | 0                   |
| <b>Total</b>   | <b>0</b>  | <b>0</b>            |

to their deputies. Others suggested that principals should give their deputies the opportunity to act on their behalf and include them in the “Senior Management Team”. A few suggested that principals should groom their deputies, identify potential candidates, give them routine work, involve them in decision-making, mentor them, coach them, and be a resource person for them.

### **Professional development needs of principals as perceived by the non-senior staff respondents**

It seems that the main training or professional development needs of the principals at present as perceived by the non-senior staff respondents include those involving the curriculum. Such needs are technical in nature. Table 4.41 shows that the needs categorised under technical attracted 20 responses which was the largest number of responses. Their other technical needs are perceived to include skills in timetable arrangement, implementing Government policies, learning theories, sporting activities, maintaining discipline, obtaining and management of resources, finance, and interviewing staff. The rest of the principals’ needs, in order of priority, are perceived to include skills in human relations, conceptual, and external. Their human relations needs are perceived to encompass skills in staff motivation, motivation theories, welfare, staff development, identifying staff’s needs, leadership and people management, human relations, and communication. Their conceptual needs were perceived to embrace skills in decision-making, maintaining rules and regulations, empowerment, school management and administration, organisational theories, planning, and supervision. Their external needs were perceived to embody skills in external relations. Full details of classification of

needs are in Appendix C (p. 259).

**Table 4.41 Present Professional Development Needs  
of Principals as Perceived by the Non-Senior Staff Respondents**

| Need Category       |   | Number of Responses        |
|---------------------|---|----------------------------|
| (a) Technical       | 1. <i>Academic curriculum</i><br>- Curriculum<br>- Timetable arrangement<br>- Implementation of Government policies<br>- Learning theories  | 4<br>2<br>2<br>1           |
|                     | 2. <i>Pastoral curriculum</i><br>- Sporting activities  | 1                          |
|                     | 3. <i>Ethos</i><br>- Discipline   | 2                          |
|                     | 4. <i>Resources</i><br>- Obtaining and management of resources<br>- Finance<br>- Interviewing techniques  | 4<br>3<br>1                |
|                     | <b>Total</b>  | <b>20</b>                  |
| (b) Conceptual      | 1. <i>Planning, organisation, co-ordination and control</i><br>- Decision making<br>- Rules and regulations<br>- Empowerment<br>- School management and administration<br>- Organisation theories<br>- Planning | 2<br>1<br>1<br>1<br>1<br>1 |
|                     | 2. <i>Evaluation and record keeping</i><br>- Supervision  | 1                          |
|                     | <b>Total</b>  | <b>8</b>                   |
| (c) Human Relations | 1. <i>Motivation</i><br>- Staff motivation<br>- Motivation theories<br>- Welfare  | 3<br>2<br>1                |
|                     | 2. <i>Staff development</i><br>- Staff development<br>- Identifying staff's training needs  | 3<br>1                     |
|                     | 3. <i>Inter-personal, intra-group and inter-group conflict resolution</i><br>- Leadership and people management<br>- Human relations  | 3<br>2                     |
|                     | 4. <i>Communication</i><br>- Communication  | 1                          |
|                     | <b>Total</b>  | <b>16</b>                  |
| d. External         | 1. <i>Employers and external</i><br>- External relations  | 1                          |
|                     | <b>Total</b>  | <b>1</b>                   |



Table 4.42 shows the main reason given by the non-senior staff respondents for including those needs in the training content of the principals is that such needs are thought to be necessary for principals in effective management of schools. They are also thought to provide good service to schools, and motivate senior staff known to be non-committed.

**Table 4.42 Reasons Given by the Non-Senior Staff Respondents  
for Including the Perceived Professional Development Needs of Principals**

| No.          | Reason  | Number of Responses |
|--------------|---|---------------------|
| 1.           | Necessary for effective management of school                | 1                   |
| 2.           | To provide good service to schools                          | 1                   |
| 3.           | To motivate senior staff who were known to be non-committed | 1                   |
| <b>Total</b> | <b>3</b>  | <b>3</b>            |

The main professional development needs of the principals in future as perceived by the non-senior staff respondents will be those involving resources, in particular those relating to finance. Such needs are technical in nature. Table 4.43 shows that technical needs attracted eight responses, which was the largest number of responses. The principals are also perceived to need training in the management of school feeding schemes and staff recruitment. Their other technical needs are perceived to include skills in implementing Government policies, organisation of extra curricular activities, and maintaining staff and students' discipline. The rest of their future professional development needs are perceived to include conceptual, human relations, and external needs. Their future conceptual needs

perceived to include skills in planning, managing autonomy, managing information, improving academic performance, maintaining cleanliness and safety of buildings and ground, and hostel management. Their future human relations needs are perceived to

**Table 4.43 Future Professional Development Needs of Principals as Perceived by the Non-Senior Staff Respondents**

| Needs Category      |  | Number of Responses |
|---------------------|--|---------------------|
| (a) Technical       | 1. <i>Academic curriculum</i><br>- Implementing Government policies  | 1                   |
|                     | 2. <i>Pastoral curriculum</i><br>- Organisation of extra curricular activities   | 1                   |
|                     | 3. <i>Ethos</i><br>- Staff and students' discipline  | 2                   |
|                     | 4. <i>Resources</i><br>- Finance<br>- School feeding scheme<br>- Staff recruitment   | 2<br>1<br>1         |
|                     | <b>Total</b>   | <b>8</b>            |
| (b) Conceptual      | 1. <i>Planning, organisation, co-ordinating and control</i><br>- Planning<br>- Managing autonomy<br>- Management information | 1<br>1<br>1         |
|                     | 2. <i>Evaluation and record keeping</i><br>- Academic performance  | 1                   |
|                     | 3. <i>Buildings, ground and plant</i><br>- Cleanliness and safety of buildings and ground<br>- Hostel management             | 1<br>1              |
|                     | <b>Total</b>   | <b>6</b>            |
| (c) Human Relations | 1. <i>Motivation</i><br>- Welfare  | 2                   |
|                     | 2. <i>Staff development</i><br>- Self development<br>- Staff development   | 2<br>1              |
|                     | 3. <i>Inter-personal, intra-group and inter-group conflict resolution</i><br>- Management of culture                         | 1                   |
|                     | <b>Total</b>   | <b>6</b>            |
| (d) External        | 1. <i>Parents and the general community</i><br>- Close co-operation and relation with parents and the general community      | 1                   |
|                     | <b>Total</b>   | <b>1</b>            |

include skills in welfare, self development, staff development (computer literacy, attending Master of Education courses, for example), and management of culture. Their future external needs are perceived to include skills in close co-operation and relation with parents and the general community.

### **Ways of meeting the needs as perceived by the non-senior staff respondents**

The data presented includes the opinion of the non-senior staff respondents on whether or not the Government should set up a national training centre for principals and other senior staff of schools, the training methods, and the trainers to be used to train or develop the principals.

#### *Opinion of non-senior staff respondents on whether or not a national training centre should be established by the Government to train the principals and other senior staff of schools*

The majority of non-senior staff respondents are of the opinion that a national training centre should be established by the Government to train or develop principals and other senior staff of schools. Table 4.44 shows that such an opinion is backed by 13 responses which was the largest number of responses. The main reason put forward is that existing training or educational institutions could be used to house such a centre without building a new one. Others reasoned that the establishment of such a centre would be useful for up-dating purposes and to cope with changes and innovations, and it would help principals to do the job more effectively. A few reasoned that the centre would be useful

for exchanging ideas, large numbers of the present untrained senior staff could be trained, and to help improve schools. However, one respondent does not believe in the establishment of such a centre. He reasoned that the pool of senior staff is very small. The existing university is already adequate for such a centre. He added that otherwise there would be duplication.

**Table 4.44 Opinion of Non-Senior Staff Respondents on Whether or Not a National Training Centre Should be Established by the Government to Train Principals and other Senior Staff of Schools and the Reasons for Saying So**

| Opinion   | Reason  | Number of Responses |
|---|---|---------------------|
| (a) The government should set up a national training centre     | 1. Existing training or educational institutions could be used to house such a centre                                 | 4                   |
|   | 2. Useful for up-dating purposes and to cope with changes and innovations   | 3                   |
|   | 3. To help principals to do the job more effectively  | 2                   |
|   | 4. The centre would be useful for exchanging ideas  | 1                   |
|   | 5. Large number of the present untrained senior staff could be trained  | 1                   |
|   | 6. To help improve schools  | 1                   |
|   | [No Reason Given]   | 1                   |
| <b>Total</b>  | <b>7</b>  | <b>13</b>           |
| (b) The government should not set up a national training centre | 1. The pool of senior staff is small. The local university is already adequate. Otherwise there would be duplications | 1                   |
| <b>Total</b>  | <b>1</b>  | <b>1</b>            |

*Training methods suggested for training principals*

The majority of the non-senior staff respondents considered that the best method of training principals is by a combination of in-school and out-of-school courses. Table 4.45 shows that the suggestion is backed by 20 responses which was the largest number of responses. The methods include attending external courses with other principals, participation in distance teaching programmes, mentoring, and in-school training and support. Other methods suggested are exchange programmes, such as visiting successful

local or overseas schools.

**Table 4.45 Training Methods to be Used to Train the Principals as Suggested by the Non-Senior Staff Respondents**

| No.          | Suggested Methods of Training  | Number of Responses  |
|--------------|--|----------------------|
| (a)          | A combination of in-school and out-of-school courses including:<br>1. Attending external courses with other principals<br>2. Participation in distance teaching programmes<br>3. Mentoring<br>4 In-school training and support | <br>5<br>5<br>5<br>5 |
| <b>Total</b> | <b>4</b>   | <b>20</b>            |
| (b)          | Other methods including:<br>1. Exchange programmes   | <br>1                |
| <b>Total</b> | <b>1</b>   | <b>1</b>             |
| (c)          | Didn't Respond   | 1                    |
| <b>Total</b> | <b>1</b>   | <b>1</b>             |

*Trainers suggested to be used to train the principals*

The majority of the non-senior staff respondents preferred senior officials from the Ministry of Education to train principals. As shown in Table 4.46 this suggestion is backed by five responses which was the largest number of responses. They reasoned that such trainers are experts in their relevant areas, they would be useful for practical training. They are also the experts in the organisational structure of the Ministry of Education, which is useful for administration purposes; and they would be useful for in-school courses. The rest, in order of priority, are experienced school principals, academics, people from commerce and industry, and a combination of the above. They reasoned that such trainers are experienced and should know their job. They would be

useful in conducting dialogues, workshops, and on-site and off-site training. They would be useful in training senior staff in managing resources and cutting down costs. They are also experts in their relevant fields.

However, besides those trainers mentioned above, there are other trainers suggested by the non-senior staff respondents. Table 4.47 shows that they include officials from the Establishment Department; people who were deemed respectful and trusted, such as village headmen, elderly experienced people; and other experts.

**Table 4.46 Trainers to be Used to Train Principals as Suggested by the Non-Senior Staff Respondents and the Reasons for Preferring Such Trainers**

| Type of Trainers  | Reason   | Number of Responses |
|---|--|---------------------|
| (a) Senior officials from Ministry of Education including inspectors of schools | 1. They are experts in their areas                                   | 1                   |
|   | 2. They would be useful for practical training                       | 1                   |
|   | 3. They are experts in the hierarchy of the Ministry of Education    | 1                   |
|   | 4. They would be useful for in-school courses                        | 1                   |
|   | [No Reason Given]  | 1                   |
| <b>Total</b>  | <b>4</b>   | <b>5</b>            |
| (b) Experienced school principals   | 1. They are experienced and know their job                           | 1                   |
|   | 2. They would be useful in conducting dialogues and workshops        | 1                   |
|   | 3. They could train on-site  | 1                   |
| <b>Total</b>  | <b>3</b>   | <b>3</b>            |
| (c) Academics from the local university   | 1. They could train off-site   | 1                   |
|   | [No Reason Given]  | 3                   |
| <b>Total</b>  | <b>1</b>   | <b>4</b>            |
| (d) People from commerce and industry   | 1. They would be useful in managing resources and cutting down costs | 1                   |
| <b>Total</b>  | <b>1</b>   | <b>1</b>            |
| (e) A combination of the above  | 1. They were experts in their fields                                 | 1                   |
| <b>Total</b>  | <b>1</b>   | <b>1</b>            |

**Table 4.47 Other Trainers to be Used to Train the Principals as Suggested by  
the Non-Senior Staff Respondents and the Reasons for Suggesting Such Trainers**

| <b>Type of Trainers</b>                         | <b>Reason</b>                                | <b>Number of Responses</b> |
|---|--|----------------------------|
| (a) Officials from the Establishment Department | 1. They are experts                          | 1                          |
| (b) People who are respected                    | 2. People accept and trust respected persons | 1                          |
| (c) Other experts                               | [No Reason Given]                            | 1                          |
| <b>Total</b>                                    | <b>2</b>                                     | <b>3</b>                   |

### **Conclusion**

The data based on the perceptions of the majority of the non-senior staff respondents show that the level of tasks performed by the principals of secondary schools in Brunei Darussalam is low. This is because the majority of principals are perceived to be involved in tasks relating to ensuring that teaching and learning takes place. Such tasks are technical in nature and are classified as low level. However, the principals are not perceived to be involved in tasks relating to “goal identification”, “staff deployment”, “communication”, and “accountability to Governors and the education authority”. The level of the perceived selection procedures and criteria used to select the present principals is also low, because the majority of vacant posts of the present principals were not advertised and candidates were not interviewed for the job. The level of the present and future training needs of principals is also low, because these involve curriculum and management of resources. Such needs are technical in nature and considered as low

level. Thus the data show that the levels of tasks, selection and training or professional development needs of the principals are inter-linked .

They suggested the following in order to improve professional development of senior staff of secondary schools in Brunei Darussalam. The principal's post should carry a special salary scale as an incentive. Vacant posts should be advertised and candidates should be interviewed for the job. One of the existing training institutions should be used to house a national training centre to train senior staff of schools. A combination of methods to train principals and other senior staff should be used. Officials from the Ministry of Education should operate as trainers, because they are experts in the relevant areas of school management.



## **CHAPTER 5**

### **PRESENTATION OF DATA DERIVED FROM DIARIES KEPT BY DEPUTY PRINCIPALS**

#### **Introduction**

This chapter presents the data derived from the diaries kept by the deputy principals. The data illustrate how the deputy principals spend their time in school. This chapter also presents the data collected from the short questionnaires completed by the deputy principals. The questionnaires were used to collect information on the experience of the deputy principals derived from their personal details. The data derived from the questionnaires are dealt with first, and this will be followed by the data derived from the diaries.

#### **Personal details (experience) of deputy principals**

The data on personal details of deputy principals presented included their gender, their age, their qualifications, the number of years of experience in teaching before they first became a deputy principal, the number of deputy principal's posts they have held so far, senior positions they held before first becoming a deputy principal, the number of years of experience they have in the post at the present school, the types of school they come from, and the locations of their schools.

### *Gender, type and location of school*

The number of male deputy principals is larger than the number of female deputy principals. Table 5.1 shows that of the 31 deputy principals, about 61% are males and nearly 39% are females. The table also shows that there are more deputy principals

**Table 5.1 Deputy Principals by Gender, Type and Location of School**

| Location of School    | Type of School        |                            |                       |                               |                            |                       |                  |                            |                       |                  |                            |                       | Total                 |                  |                            |
|-----------------------|-----------------------|----------------------------|-----------------------|-------------------------------|----------------------------|-----------------------|------------------|----------------------------|-----------------------|------------------|----------------------------|-----------------------|-----------------------|------------------|----------------------------|
|                       | State                 |                            |                       |                               |                            |                       | Private          |                            |                       |                  |                            |                       |                       |                  |                            |
|                       | Ministry of Education |                            |                       | Ministry of Religious Affairs |                            |                       | Mission          |                            |                       | Chinese          |                            |                       |                       |                  |                            |
|                       | Gender                |                            |                       |                               |                            |                       |                  |                            |                       |                  |                            |                       |                       |                  |                            |
|                       | M<br>a<br>l<br>e      | F<br>e<br>m<br>a<br>l<br>e | T<br>o<br>t<br>a<br>l | M<br>a<br>l<br>e              | F<br>e<br>m<br>a<br>l<br>e | T<br>o<br>t<br>a<br>l | M<br>a<br>l<br>e | F<br>e<br>m<br>a<br>l<br>e | T<br>o<br>t<br>a<br>l | M<br>a<br>l<br>e | F<br>e<br>m<br>a<br>l<br>e | T<br>o<br>t<br>a<br>l | T<br>o<br>t<br>a<br>l | M<br>a<br>l<br>e | F<br>e<br>m<br>a<br>l<br>e |
| Brunei-Muara District | 7                     | 5                          | 12                    | 1                             | 1                          | 2                     | 2                | 0                          | 2                     | 1                | 0                          | 1                     | 17                    | 11               | 6                          |
| Tutong District       | 2                     | 1                          | 3                     | 0                             | 0                          | 0                     | 0                | 0                          | 0                     | 0                | 0                          | 0                     | 3                     | 2                | 1                          |
| Belait District       | 1                     | 2                          | 3                     | 0                             | 0                          | 0                     | 3                | 2                          | 5                     | 1                | 1                          | 2                     | 10                    | 5                | 5                          |
| Temburong District    | 1                     | 0                          | 1                     | 0                             | 0                          | 0                     | 0                | 0                          | 0                     | 0                | 0                          | 0                     | 1                     | 1                | 0                          |
| Total                 | 11                    | 8                          | 19                    | 1                             | 1                          | 2                     | 5                | 2                          | 7                     | 2                | 1                          | 3                     | 31                    | 19               | 12                         |

Ministry of Education schools than any other types of schools. More specifically, about 61% of the respondents are from the Ministry of Education schools, as opposed to 6% from the Ministry of Religious Affairs schools, 10% from Chinese schools, 23% from Mission schools. The largest concentration of nearly 55% of deputy principals is in the Brunei-Muara District, while the least of only 3% is in the

Temburong District. Among the four types of schools, Mission schools with about 71% males have the highest percentage of males. However, the number of males and females is equal in the Ministry of Religious Affairs schools. Amongst the four districts, the Temburong District has the highest concentration of males, because the one and only deputy principal there is a male. However, the number of males and females is equal in the Belait District. There are no deputy principals of Mission and Chinese schools in the Tutong and Temburong Districts. There are also no deputy principals of Ministry of Religious Affairs in the Belait and Temburong Districts. This is because there are no such schools in those districts.

*Deputy principals by age, qualifications and number of years  
of experience in teaching before first becoming a deputy principal*

As shown in Table 5.2 the number of deputy principals who are less than 40 years old is slightly more (nearly 52%) than those who are over 40 (about 48%). However, seven deputy principals are less than 35 years old, while another 7 are more than 50. The vast majority of about 77% are highly qualified, because they have both the academic (Bachelor and/or Master's degrees) and professional (Teaching certificates and/or Diplomas in Education) qualifications. The rest have either academic or professional qualifications only. However, besides those qualifications, some possessed other qualifications as well. Among others these include certificates and/or diplomas in teaching English as a second language, art and design, development administration, and educational management. The vast majority of nearly 94% are experienced teachers because they had three or more year's experience in teaching before first becoming a deputy principal. The rest either had less than three years'

experience or did not respond to the question. Those who are less than 40 years old are more highly qualified than those who are over 40. This is because those who are less than 40 have both the academic and professional qualifications. Only about 53% of those who are over 40 have similar qualifications. Those who are less than 40 are more experienced in teaching before first becoming a deputy principal than those who are over 40. This is because all those who are less than 40 had three or more years' teaching experience before they were appointed to their present posts. Only about 87% of those who are over 40 have such experience.

**Table 5.2 Deputy Principals by Age, Qualifications and Number of Years of Experience They Had in Teaching Before First Becoming a Deputy Principal**

| Number of Years of Experience in Teaching Before First Becoming a Deputy Principal | Age                                       |  |                  |                       |   |  |                  |                       | Total |
|--|---|--|------------------|-----------------------|---|--|------------------|-----------------------|-------|
|  | <40                                       |  |                  |                       | >40                                       |  |                  |                       |       |
|  | Qualifications                            |  |                  |                       |   |  |                  |                       |       |
|  | A<br>c<br>a<br>d<br>e<br>m<br>i<br>c<br>a | P<br>r<br>o<br>f<br>e<br>s<br>s<br>i<br>o<br>n<br>a<br>l | B<br>o<br>t<br>h | T<br>o<br>t<br>a<br>l | A<br>c<br>a<br>d<br>e<br>m<br>i<br>c<br>a | P<br>r<br>o<br>f<br>e<br>s<br>s<br>i<br>o<br>n<br>a<br>l | B<br>o<br>t<br>h | T<br>o<br>t<br>a<br>l |       |
| <3   | 0   | 0  | 0                | 0                     | 0   | 0  | 1                | 1                     | 1     |
| 3>   | 0   | 0  | 16               | 16                    | 5   | 1  | 7                | 13                    | 29    |
| Didn't Indicate  | 0   | 0  | 0                | 0                     | 0   | 1  | 0                | 1                     | 1     |
| Total  | 0   | 0  | 16               | 16                    | 5   | 2  | 8                | 15                    | 31    |

*Number of deputy principal's posts held so far, number of years of experience in the post at the present school and senior positions held before first becoming a deputy principal*

The majority of deputy principals are on their first appointment. As Table 5.3 shows that nearly 68% are on their first appointment, while only about 19% are on their second or more appointment. However, four did not answer the question. More than half are experienced deputy principals. This is because a total of 17 have three or more years' experience on the job at the present school, while 13 have less than three

**Table 5.3 Deputy Principals by Number of Deputy Principal's Post Held So Far, Number of Years of Experience in the Post at the Present School and Senior Positions Held Before First Becoming a Deputy Principal**

| Experience in the Post at the Present School and Senior Positions Held Before First Becoming a Deputy Principal |   |    |  |                       |                        |    |  |                       |   |    |  |                       |                 |    |  |                       |       |
|---|---|----|--|-----------------------|------------------------|----|--|-----------------------|---|----|--|-----------------------|-----------------|----|--|-----------------------|-------|
| Number of Deputy Principal's Posts Held So Far  | Senior Positions Held Before First Becoming a Deputy Principal  |    |  |                       |                        |    |  |                       |   |    |  |                       |                 |    |  |                       | Total |
|   | Head of Department  |    |  |                       | Senior Master/Mistress |    |  |                       | Head of Department & Senior Master/Mistress |    |  |                       | Didn't Indicate |    |  |                       |       |
|   | Number of Years of Experience in the Post at the Present School |    |  |                       |                        |    |  |                       |   |    |  |                       |                 |    |  |                       |       |
|   | <3  | 3> | D<br>i<br>d<br>n'<br>t<br><br>I<br>n<br>d<br>i<br>c<br>a<br>t<br>e | T<br>o<br>t<br>a<br>l | <3                     | 3> | D<br>i<br>d<br>n'<br>t<br><br>I<br>n<br>d<br>i<br>c<br>a<br>t<br>e | T<br>o<br>t<br>a<br>l | <3  | 3> | D<br>i<br>d<br>n'<br>t<br><br>I<br>n<br>d<br>i<br>c<br>a<br>t<br>e | T<br>o<br>t<br>a<br>l | <3              | 3> | D<br>i<br>d<br>n'<br>t<br><br>I<br>n<br>d<br>i<br>c<br>a<br>t<br>e | T<br>o<br>t<br>a<br>l |       |
| 1   | 1   | 1  | 0  | 2                     | 5                      | 3  | 0  | 8                     | 2   | 8  | 0  | 10                    | 1               | 0  | 0  | 1                     | 21    |
| >1  | 0   | 0  | 0  | 0                     | 1                      | 2  | 0  | 3                     | 1   | 2  | 0  | 3                     | 0               | 0  | 0  | 0                     | 6     |
| Didn't Indicate   | 1   | 0  | 0  | 1                     | 0                      | 0  | 0  | 0                     | 0   | 1  | 1  | 2                     | 1               | 0  | 0  | 1                     | 4     |
| Total   | 2   | 1  | 0  | 3                     | 6                      | 5  | 0  | 11                    | 3   | 11 | 1  | 15                    | 2               | 0  | 0  | 2                     | 31    |

years' experience and are therefore considered less experienced. One did not answer the question. Nearly half held two senior posts, namely, heads of departments and senior masters/mistresses before first becoming a deputy principal. The rest were either former heads of departments or senior masters/mistresses. Two did not answer the question. Those who are on their second or more appointment are more experienced in the post at the present school than those who were on their first appointment. This is because nearly 67% of those who were on their second or more appointment had three or more years' experience in teaching, while only about 57% of those who are on their first appointment had such experience. Those who held more than one senior posts before being appointed to their present position are more experienced on the post at the present school than those who held one senior post only. This is because about 73% of those who were former heads of departments and senior masters/mistresses had three or more years' teaching experience. Only about 33% of those who were former heads of departments and 45% of those who were former senior masters/mistresses had similar experience.

### **Tasks of deputy principals**

As shown in Table 5.4, the present main tasks of deputy principals are those relating to discipline. These are technical in nature. Of the total of 525 responses, nearly 44% can be categorised under technical. The rest, in order of priority, can be classified under conceptual (nearly 34%), human relations (about 15%), and external tasks (nearly 8%). Full details task classification are in Appendix C (p. 259).

**Table 5.4 Present Main Tasks of Deputy Principals by Categories**

| <b>Task Category</b>   | <b>Number of Responses</b> |
|--|----------------------------|
| <u><b>Technical</b></u>  |                            |
| 1. Goal identification   | 0                          |
| 2. Academic curriculum   | 56                         |
| 3. Pastoral curriculum   | 23                         |
| 4. Ethos   | 101                        |
| 5. Resources   | 49                         |
| <b>Total</b>   | <b>229</b><br>(43.6%)      |
| <u><b>Conceptual</b></u>   |                            |
| 1. Planning, organisation, co-ordination and control               | 80                         |
| 2. Staff deployment  | 0                          |
| 3. Evaluation and record keeping                                   | 59                         |
| 4. Buildings, ground and plant                                     | 38                         |
| <b>Total</b>   | <b>177</b><br>(33.7%)      |
| <u><b>Human Relations</b></u>                                      |                            |
| 1. Motivation  | 35                         |
| 2. Staff deployment  | 16                         |
| 3. Inter-personal, intra-group and inter-group conflict resolution | 2                          |
| 4. Communication   | 26                         |
| <b>Total</b>   | <b>79</b><br>(15.0%)       |
| <u><b>External</b></u>   |                            |
| 1. Accountability to Governors and the education authority         | 16                         |
| 2. Parents and the general community                               | 18                         |
| 3. Employers and external  | 6                          |
| <b>Total</b>   | <b>40</b><br>(7.6%)        |
| <b>Grand Total</b>   | <b>525</b>                 |

### *Technical tasks*

Table 5.5 shows that of the 229 responses categorised under technical tasks, a majority of about 44% are concerned with ethos. The rest, in order of priority, are concerned with academic curriculum (nearly 25%), resources (about 21%), and pastoral curriculum (about 10%).

Table 5.5 Technical Tasks

| Task Category   | Number of Responses   |
|---|-----------------------|
| <b>1. Academic curriculum</b><br><u>Academic:</u> <ul style="list-style-type: none"> <li>- Teaching 20</li> <li>- Arranging timetables and substitutions 16</li> <li>- Allocating students to classes 3</li> <li>- Arranging extra classes 2</li> <li>- Allocating responsibilities to new staff 1</li> <li>- Promoting students to higher classes or years 1</li> <li>- Arranging private lessons for Royal children 1</li> </ul> <u>Curriculum:</u> <ul style="list-style-type: none"> <li>- Advising on subject options 5</li> <li>- Academic projects 3</li> <li>- Schemes of work 2</li> <li>- Syllabus 1</li> <li>- Worksheets 1</li> </ul>   |                       |
| <b>Total</b>  | <b>56</b><br>(24.4%)  |
| <b>2. Pastoral curriculum</b> <ul style="list-style-type: none"> <li>- Organising extra curricular activities 22</li> <li>- Allocating students to houses 1</li> </ul>  |                       |
| <b>Total</b>  | <b>23</b><br>(10.0%)  |
| <b>3. Ethos</b><br><u>Discipline:</u> <ul style="list-style-type: none"> <li>- Making the round 23</li> <li>- Maintaining staff and students' discipline 21</li> <li>- Checking attendance 8</li> <li>- Counselling students 5</li> <li>- Appointing school prefects 5</li> <li>- Making announcements 1</li> <li>- Giving permission for students to go home 1</li> <li>- Inspecting students' line ups 1</li> </ul> <u>Rituals:</u> <ul style="list-style-type: none"> <li>- Attending and organising functions and ceremonies 26</li> <li>- Overseeing school magazines production 4</li> <li>- Organising and leading prayers 3</li> <li>- Organising school and group photographs 1</li> <li>- Returning lost properties 1</li> <li>- Organising parents' day 1</li> </ul> |                       |
| <b>Total</b>  | <b>101</b><br>(44.1%) |
| <b>4. Resources</b><br><u>Acquiring:</u> <ul style="list-style-type: none"> <li>- Dealing with contractors and suppliers 12</li> <li>- Collecting moneys 4</li> <li>- Requesting staff 3</li> <li>- Preparing cheques 1</li> <li>- Looking after the finance 1</li> </ul> <u>Distributing:</u> <ul style="list-style-type: none"> <li>- Budgeting 5</li> <li>- Overseeing staff wages and pay packets 4</li> <li>- Monitoring feeding schemes 4</li> <li>- Allocating school transport 3</li> <li>- Giving permission for the use of equipment 2</li> </ul> <u>Maintaining:</u> <ul style="list-style-type: none"> <li>- Ensuring the availability of equipment and its maintenance 7</li> <li>- Organising repairs of equipment 3</li> </ul>                                   |                       |
| <b>Total</b>  | <b>49</b><br>(21.3%)  |
| <b>Grand Total</b>  | <b>229</b>            |



## Ethos

The main tasks of the deputy principals concerning ethos are those encompassing discipline. Such tasks required them to maintain both staff and students' discipline. Their tasks also necessitated that they are among the first to arrive at school. A majority of nearly 94% normally arrive between 7.00 and 7.30 in the morning. A couple arrive even earlier (6.30) or later (7.45). Their first duty is checking staff and students' daily attendance. Then they go round the school to make sure that everything is in order. That rubbish is not lying around. That students wear the right uniforms and make no unnecessary noise, and that no fighting or bullying takes place during recess time. Every school observes daily morning assembly. After the national anthem, prayers and the principal's speech, the deputy principals make various announcements. Some also make some speeches after the principal's speech. Others talk about current issues. The announcements, speeches and talks are aimed to supplement and complement the principal's speech. After the assembly and when not teaching, they find time to counsel problem students and do routine work, such as giving permission for students to go outside the school for one reason or another. Before school dismisses they inspect students' line ups. They are among the last to leave school. The majority of about 62% leave school for the day at between 4.30 and 6.00 in the evening. The rest leave school much later. A few, however, leave earlier. A number of those whose schools are residential sometime leave school at 10.30 at night. A couple of those in single session schools leave school at 12.30 to come back again in the afternoon. Besides their routine tasks of maintaining discipline, they are also involved in appointing and co-ordinating school prefects. This is done periodically, normally once a year but sometimes more often if and when necessary.

The rest of their time is spent on rituals. These involve attending and organising functions and ceremonies, such as school assemblies, farewell parties, exhibitions, lunches, and dinners. They usually organise and co-ordinate the production and publication of the annual school magazine, which every school tends to have. They organise school and group photographs. Some of these photographs are used in the school magazines, while others are sold to students and staff to raise money for the school funds. They organise and lead prayers. They oversee the return of lost properties. They also co-ordinate the annual parents' day.

### Academic curriculum

The main activity of the deputy principals in relation to academic curriculum is teaching. After the morning assembly, most would go to classes to teach. Nearly 65% of deputy principals teach. However, some have a full teaching load (about 30 periods per week), while others have a reduced teaching load (about 10 to 15 periods per week). The rest of about 35% did not teach at all. Their teaching tasks also required them to be involved in other tasks related to teaching. These include allocating teaching and extra curricular activities to new staff. They are also involved in promoting those students who are more advanced than their present classes or years to the next higher ones. They arrange timetables including substitutions for teachers who are unable to teach for one reason or another, such as maternity leave or sickness. They are responsible for organising private lessons or tuition for the royal children. They allocate students to classes and arrange extra classes for weak students.

The rest of the deputy principal's tasks concern the curriculum. These tasks

required them to advise students on which subjects or options to take. They co-ordinate the preparation of the syllabus which is usually based on the prescribed curriculum. They organise the preparation of schemes of work. They ensure that worksheets are completed by students and marked by their respective teachers. They also co-ordinate other academic projects or activities, such as projects on the production of reading materials.

### Resources

Another important job the deputy principals are expected to undertake is the acquisition of resources. This job requires them to deal with contractors and suppliers of school materials and equipment and to co-ordinate the collection of moneys for the school, such as school fees, school funds, rents from the school canteen, and profits from goods sold at the school canteen. It also requires them to get involved in the requisition of both teaching and non-teaching staff, such as clerks, gardeners, labourers, cooks and laboratory assistants and to prepare cheques for payments. In other words they are very much involved in finance.

The rest of their time is spent distributing and maintaining resources. Their tasks entailing the distribution of resources require them to provide students with school transport, such as buses or coaches and boats to those students who live quite far from the school. They authorise the use of equipment and facilities to members of staff and students. They supervise the distribution of staff wages and pay packets. They co-ordinate the distribution of the feeding schemes provided by the Government. Among

others this entails them making sure that the food and drinks supplied by the contractors are as specified in the contracts and safe for consumption. They are also engaged in preparing the annual budgets. Their tasks encompassing the maintaining of resources requires them to organise the repairs and storage of equipment so that equipment is always available and in working order.

### Pastoral curriculum

The job mainly entails organising extra curricular activities. This includes the provisions of coaches for the school teams, such as badminton teams. They help in the preservation and beautification of the school environment. They achieve this by organising the planting of trees and flowers around the school compound and organising cleaning campaigns involving the whole school. The job also requires them to organise the allocation of students to various houses, groups, clubs and associations.

### *Conceptual tasks*

Table 5.6 shows that of the 177 responses categorised under conceptual tasks a majority of about 45% are concerned with planning, organisation, co-ordination and control. The rest, in order of priority, concern evaluation and record keeping (about 33%); and buildings, ground and plant (about 21%).

### Planning, organisation, co-ordination and control

The tasks which take most of their time are those concerning organisation. Such

tasks compelled them to do routine administration. They draft or write memoranda, minutes, letters, and reports. They issue leaving certificates, testimonials, references and recommendations. They certify documents which are required by students who leave school and members of staff who want to further their studies or apply for a job. They sort out papers and incoming mail. They distribute, collect and check various forms and sometimes put their signatures on these forms. They photocopy papers and documents for record purposes. They process staff leaves. They issue student passes to non-citizens or expatriates' children. They collect newspapers for the school library from newspaper shops in the Town Centre. They process the renewal of contracts of expatriate staff.

The rest involve co-ordination, planning and control. Their co-ordination tasks require them to be involved in admission and registration of new students, students' transfer from the school to other schools and students' admissions to further and higher education institutions. Their planning tasks require them to plan for programmes for the whole school, and their tasks involving control in general required them to carry out the orders given by the principal.

### Evaluation and record keeping

The main tasks of the deputy principals are those concerning evaluation. These tasks entail them organising weekly, monthly, and termly tests and both internal and external examinations. They check individual teachers' work, lesson preparations and record books. They also check individual students' work, their progress and reports. They monitor school and staff appraisals, and school progress in general.

The rest of the tasks involve record keeping. These tasks embody storing, retrieving and up-dating of data, records, and statistics. These are always in demand particularly by policy makers at the Ministry of Education and the Ministry of Religious Affairs. It is normal for the deputy principals to be asked for these once a month.

#### Buildings, ground and plant

These tasks mainly involve inspection, maintenance, repairs, safety, and cleanliness of buildings. The deputy principals usually carry out these tasks by checking each building routinely and by informing relevant officials at the various Government departments, such as Public Works Department, Department of Electrical Service, and Water Works of any problems with the buildings. They are also involved in the management of hostels and new buildings. They advise and give students the permission to decorate their classrooms, such as with optional curtains and table covers paid for by those students concerned.

The rest of the tasks require them to be involved in looking after the grounds. This includes making sure the compound is clean and tidy. They organise car parking spaces around the school compound and allocate such spaces to members of staff and visitors to the school. This is to improve safety, reduce congestion and improve traffic flow.

Table 5.6 Conceptual Tasks

| Task Category  | Number of Responses  |
|--|--|
| <b>1. Planning, organisation, co-ordination and control</b><br><u>Organisation:</u><br>- Issuing leaving certificates, testimonials, references and recommendations<br>- Writing memorandum, minutes, letters, and reports<br>- Doing routine administration<br>- Distributing, checking, signing, and collecting forms<br>- Distributing and sorting out papers and incoming mail<br>- Processing staff leaves<br>- Making photocopies<br>- Organising student passes<br>- Collecting newspapers;<br>- Certifying documents<br>- Renewing contracts<br><u>Co-ordination:</u><br>- Helping students to be admitted to further or higher education institutions<br>- Admitting and registering students,<br>- Transferring students<br><u>Planning:</u><br>- Planning<br><u>Control:</u><br>- Carrying out principal's orders | 18<br>11<br>9<br>6<br>3<br>3<br>2<br>2<br>1<br>1<br>1<br>8<br>6<br>5<br>2<br>2 |
| <b>Total</b>   | <b>80</b><br>(45.1%)   |
| <b>2. Evaluation, and record keeping</b><br><u>Evaluation:</u><br>- Organising tests and examinations<br>- Checking teachers' work and record books<br>- Checking students' work<br>- Organising appraisals<br>- Checking lesson preparations<br>- Monitoring school progress<br><u>Record keeping:</u><br>- Up-dating teachers' lists and data<br>- Keeping and retrieving data, records and statistics   | 19<br>12<br>12<br>5<br>3<br>1<br>4<br>3  |
| <b>Total</b>   | <b>59</b><br>(33.3%)   |
| <b>3. Buildings, ground and plant</b><br><u>Buildings:</u><br>- Inspecting, maintaining, repairing and safety of buildings<br>- Managing hostels and new buildings<br>- Giving permission for classrooms to be decorated<br><u>Ground:</u><br>- Cleanliness of compound<br>- Allocating car parking spaces and ensuring safety   | 21<br>3<br>1<br>12<br>1  |
| <b>Total</b>   | <b>38</b><br>(21.4%)   |
| <b>Grand Total</b>   | <b>177</b>   |

### *Human relations tasks*

Table 5.7 shows that of the 79 responses categorised under human relations tasks a majority of about 44% involved motivation. The rest, in order of priority, relate to

communication (nearly 33%), staff development (about 20%), and inter-personal, intra-group and inter-group conflict resolutions (nearly 3%).

### Motivation

The tasks under this category mainly involve managing welfare and giving encouragement to staff and students. Their welfare tasks compel them to give permission for staff to leave school during school hours or school term on urgent business. They help staff with personal matters, such as the processes and procedures of car loans and foreign house helpers' visas. They help students with problems, such as unlocking their locked lockers. They collect and distribute donations normally in the form of cash and materials to needy students or members of the society. They organise careers talks and students' visits to various government departments, private firms and higher educational institutions. They organise the distribution of subsistence allowances. They organise fire drills and the staff's annual medical check ups.

The rest of their time is spent giving encouragement to both members of staff and students. These tasks require them to call members of staff and students individually or in groups to their offices to have private chats with them. They exhibit selected students' work usually in the school foyer or hall. They congratulate and reward members of staff and students who do well in their work or who win competitions. They make sure that new students settle well.

### Communication

Their communication tasks require them to have discussions with various people including members of staff, students, parents, and members of Board of Governors. They organise and conduct meetings. They make and receive telephone calls to and



from various people outside the school.

The rest of their time is spent reminding the principal and other members of staff of their commitments, appointments and responsibilities.

**Table 5.7 Human Relations Tasks**

| <b>Task Category</b>   | <b>Number of Responses</b> |
|--|----------------------------|
| <b>1. Motivation</b><br><u>Welfare:</u> <ul style="list-style-type: none"> <li>- Giving permission for staff to leave school 10</li> <li>- Helping staff in personal matters 8</li> <li>- Helping students with problems 3</li> <li>- Collecting and distributing donations 3</li> <li>- Organising careers talks and visits 2</li> <li>- Distributing subsistence allowances 1</li> <li>- Organising fire drills 1</li> <li>- Medical check ups 1</li> </ul> <u>Give encouragement:</u> <ul style="list-style-type: none"> <li>- Chatting with staff and students 2</li> <li>- Exhibiting students' work 1</li> <li>- Co-ordinating staff's reward 1</li> <li>- Spending some time with students who won competitions 1</li> <li>- Ensuring new students settle well 1</li> </ul> |                            |
| <b>Total</b>   | <b>35</b><br>(44.3%)       |
| <b>2. Staff development</b><br><u>Staff development:</u> <ul style="list-style-type: none"> <li>- Organising training programmes 4</li> <li>- Conducting induction courses for new staff 4</li> <li>- Helping staff in their applications for further studies 3</li> <li>- Helping staff with new equipment 3</li> <li>- Supervising and inducting trainee teachers 2</li> </ul>   |                            |
| <b>Total</b>   | <b>16</b><br>(20.2%)       |
| <b>3. Inter-personal, intra-group and inter-group conflict resolution</b><br><u>Inter-personal and intra-group conflict resolution:</u> <ul style="list-style-type: none"> <li>- Investigating complaints 1</li> <li>- Negotiating 1</li> </ul>  |                            |
| <b>Total</b>   | <b>2</b><br>(2.5%)         |
| <b>4. Communication</b><br><u>Communication:</u> <ul style="list-style-type: none"> <li>- Having discussions 11</li> <li>- Conducting meetings 9</li> <li>- Making and receiving telephone calls 3</li> </ul> <u>Reminding others:</u> <ul style="list-style-type: none"> <li>- Reminding others of their responsibilities 3</li> </ul>  |                            |
| <b>Total</b>   | <b>26</b><br>(32.9%)       |
| <b>Grand Total</b>   | <b>79</b>                  |

### Staff development

The main concern of the deputy principals is to develop teaching as well as non-teaching staff. The tasks require them to organise staff training programmes both in-school and off-school. They also help their staff in their applications for further studies at the local as well as overseas institutions. This could be in the form of providing references and information required by such institutions. They supervise trainee teachers who do their teaching practice at the school. They also conduct induction courses for the newly appointed staff.

### Inter-personal, intra-group and inter-group conflict resolution

Under this task category, their main preoccupation is inter-personal and intra-group conflict resolution between individuals or groups of individuals inside the school as well as outside. They are normally required to investigate all complaints before taking action. Then they negotiate with the conflicting individuals. These individuals include members of staff, students, parents and members of the public.

### *External tasks*

Table 5.8 shows that of the 40 responses categorised under external tasks a majority of exactly 45% concern parents and the general community. The rest, in order of priority, encompass accountability to Governors and the education authority (exactly 40%), and employers and external (exactly 15%).

### Parents and the general community

Most of their time is spent dealing with parents. This requires them to call and meet parents to discuss their children's problems and progress. Some of the problems involve discipline, while others involve academic matters. The deputy principals also organise activities for parent-teacher councils or associations. The rest of their time is spent dealing with members of the general community. The tasks require them to give members of the society the permission for the use of school facilities, such as playing fields, gymnasium, hall and other facilities for sporting or social events. They meet and entertain those who visit the school either officially or unofficially.

### Accountability to Governors and the education authority

The deputy principal's main preoccupation is dealing with visiting teachers who visit the school either on official or unofficial business. They meet the visiting teachers, entertain and provide them with the necessary information if required. They also attend meetings outside the school, such as at the Ministry of Education or Ministry of Religious Affairs schools or at other schools. The rest of their time is spent dealing with members of the school Boards of Governors. They provide information and feedback to members of Boards of Governors.

### Employers and external bodies

The deputy principals spend most of their time meeting other government officials

outside the Ministry of Education or Ministry of Religious Affairs who visit the school on business from time to time. They normally include officials from the Forestry Department, Public Works Department, and academics from the University of Brunei Darussalam. Officials from the Forestry Department may visit the school to help in tree planting around the school ground. Officials from the Public Works Department may come to investigate complaints regarding the safety and maintenance of buildings. The academics visit the school to give some in-school courses or talks on current issues.

**Table 5.8 External Tasks**

| <b>Task Category</b>  | <b>Number of Responses</b> |
|---|----------------------------|
| <b>1. Accountability to Governors and the education authority</b> |                            |
| <u>Education authority:</u>                                       |                            |
| - Dealing with visiting teachers                                  | 8                          |
| - Attending meetings outside the school                           | 5                          |
| <u>Governors:</u>   |                            |
| - Dealing with members of Board of Governors                      | 3                          |
| <b>Total</b>  | <b>16</b><br>(40%)         |
| <b>2. Parents and the general community</b>                       |                            |
| <u>Parents:</u>   |                            |
| - Meeting parents   | 12                         |
| - Establishing 'Parent-Teacher Council'                           | 1                          |
| <u>Community:</u>   |                            |
| - Meeting and entertaining visitors                               | 4                          |
| - Giving permission for the use of school facilities              | 1                          |
| <b>Total</b>  | <b>18</b><br>(45%)         |
| <b>3. Employers and external</b>                                  |                            |
| <u>Employers:</u>   |                            |
| Meeting other government officials                                | 6                          |
| <b>Total</b>  | <b>6</b><br>(15%)          |
| <b>Grand Total</b>  | <b>40</b>                  |

## Conclusion

The data reveal that the level of experience of the deputy principals of secondary schools in Brunei Darussalam is high. This is reflected by the fact that the majority are highly qualified, possessing both academic and professional qualifications. They had more than three years teaching experience before first becoming a deputy principal. They have more than three years experience on the post at the present -school. They held two senior posts, namely, head of department and senior master/mistress posts before being appointed to their present position. However, the data also reveal that the level of the tasks they perform is low. Their main tasks are those relating to technical matters, in particular maintaining and enforcing staff and students discipline. These tasks are categorised as low level tasks. Thus, the level of their experience and the level of the tasks they perform are not inter-linked.

They are not also not involved at all in tasks relating to “goal identification” and “staff deployment”. It is not possible to know the real answer why this is so. However, one of the possible reasons is that it could be that the centralised education system may have contributed to the situation.

## **CHAPTER 6**

# **PRESENTATION OF DATA COLLECTED FROM QUESTIONNAIRES ADMINISTERED TO SENIOR MASTERS/MISTRESSES AND HEADS OF DEPARTMENTS**

### **Introduction**

This chapter presents the data derived from the survey questionnaires administered to the senior masters/mistresses and the heads of departments. The questionnaires provide data on their personal details, tasks, selection, training, training or professional development needs, and the ways of meeting the needs. The chapter is divided into two parts. Part 1 presents the data derived from the questionnaires administered to the senior masters/mistresses, and Part 2 presents the data collected from the questionnaires administered to the heads of departments.

### **Part 1: Presentation of data collected from the senior masters/mistresses**

#### **Personal details (experience) of senior masters/mistresses**

The data presented include those involving the senior masters/mistresses' gender, age, qualifications and experience in teaching before first becoming a senior master/

mistress. The data presented also include the number of senior master/mistress's posts they have held so far, experience in the post at the present school, the types of schools they come from, and the location of their schools.

### *Gender, type and location of school*

The majority of senior masters/mistresses are males. Table 6.1 shows that of the 87 senior masters/mistresses, about 62% are males and nearly 37% are females. One did not indicate his/her gender. The vast majority of nearly 89% of senior masters/mistresses come from Ministry of Education schools. The rest come from other types of schools. For example, 5% come from Mission schools, about 3% from Ministry of Religious Affairs schools, another 3% came from Chinese schools. The largest concentration of senior masters/mistresses is in the Brunei-Muara District. Nearly 68% are in the Brunei-Muara District. About 3% are in the Temburong District. Nearly 14% are in the Tutong District. Nearly 15% are in the Belait District. Amongst the four types of schools, the Ministry of Education schools have the highest percentage of males, while the Ministry of Religious Affairs schools have the highest percentage of females. This is because about 66% of senior masters/mistresses of Ministry of Education schools are males, while all senior masters/mistresses of Ministry of Religious Affairs are females. However, the number of males and females is equal in Mission schools. Amongst the four districts, the Tutong District has the highest percentage (exactly 75%) of senior masters. However, there are no senior masters/mistresses of Mission and Chinese schools in the Tutong and Temburong Districts. There are also no senior masters/mistresses of Ministry of Religious Affairs in the Belait and Temburong Districts. This is because there are no such schools in

those districts.

**Table 6.1 Senior Masters/Mistresses by Gender, Type and Location of School**

| Location of School    | Type of School        |             |                            |                               |         |             |           |         |             |           |         |             | Total     |           |         |             |                            |
|-----------------------|-----------------------|-------------|----------------------------|-------------------------------|---------|-------------|-----------|---------|-------------|-----------|---------|-------------|-----------|-----------|---------|-------------|----------------------------|
|                       | State                 |             |                            |                               |         |             | Private   |         |             |           |         |             |           |           |         |             |                            |
|                       | Ministry of Education |             |                            | Ministry of Religious Affairs |         |             | Mission   |         |             | Chinese   |         |             |           |           |         |             |                            |
|                       | Gender                |             |                            |                               |         |             |           |         |             |           |         |             |           |           |         |             |                            |
|                       | M a l e               | F e m a l e | D i d n' t I n d i c a t e | T o t a l                     | M a l e | F e m a l e | T o t a l | M a l e | F e m a l e | T o t a l | M a l e | F e m a l e | T o t a l | T o t a l | M a l e | F e m a l e | D i d n' t I n d i c a t e |
| Brunei-Muara District | 33                    | 19          | 1                          | 53                            | 0       | 2           | 2         | 1       | 1           | 2         | 1       | 1           | 2         | 59        | 35      | 23          | 1                          |
| Tutong District       | 9                     | 2           | 0                          | 11                            | 0       | 1           | 1         | 0       | 0           | 0         | 0       | 0           | 0         | 12        | 9       | 3           | 0                          |
| Belait District       | 7                     | 3           | 0                          | 10                            | 0       | 0           | 0         | 1       | 1           | 2         | 0       | 1           | 1         | 13        | 8       | 5           | 0                          |
| Temburong District    | 2                     | 1           | 0                          | 3                             | 0       | 0           | 0         | 0       | 0           | 0         | 0       | 0           | 0         | 3         | 2       | 1           | 0                          |
| Total                 | 51                    | 25          | 1                          | 77                            | 0       | 3           | 3         | 2       | 2           | 4         | 1       | 2           | 3         | 87        | 54      | 32          | 1                          |

*Age, qualifications and number of years of experience  
in teaching before first becoming a senior master/mistress*

The number of senior masters/mistresses who are less than 40 years old is more than that of those who are over 40. Table 6.2 shows that nearly 69% are less than 40 and about 30% are over 40. One did not indicate her age. However, 43 senior masters/mistresses are less than 35 years old, and eight are over 50. The majority of



senior masters/mistresses are highly qualified academically and professionally because nearly 74% have both academic (Bachelor and/or Master's Degrees) and professional (Teaching Certificates and/or Diplomas in Education) qualifications. The rest have either academic or professional qualifications only. Besides the above mentioned

**Table 6.2 Senior Masters/Mistresses by Age, Qualifications and Number of Years of Experience in Teaching Before First Becoming a Senior Master/Mistress**

| Number of Years of Experience in Teaching Before First Becoming a Senior Master/Mistress | Age                                  |  |                  |                       |                                      |  |                  |  |                       |                                      |  |                  |                       | Total |
|--|--------------------------------------|--|------------------|-----------------------|--------------------------------------|--|------------------|--|-----------------------|--------------------------------------|--|------------------|-----------------------|-------|
|  | <40                                  |  |                  |                       | >40                                  |  |                  |  | Didn't Indicate       |                                      |  |                  |                       |       |
|  | Qualifications                       |  |                  |                       |                                      |  |                  |  |                       |                                      |  |                  |                       |       |
|  | A<br>c<br>a<br>d<br>e<br>m<br>i<br>c | P<br>r<br>o<br>f<br>e<br>s<br>s<br>i<br>o<br>n<br>a<br>l | B<br>o<br>t<br>h | T<br>o<br>t<br>a<br>l | A<br>c<br>a<br>d<br>e<br>m<br>i<br>c | P<br>r<br>o<br>f<br>e<br>s<br>s<br>i<br>o<br>n<br>a<br>l | B<br>o<br>t<br>h | D<br>i<br>d<br>n'<br>t<br>I<br>n<br>d<br>i<br>c<br>a<br>t<br>e | T<br>o<br>t<br>a<br>l | A<br>c<br>a<br>d<br>e<br>m<br>i<br>c | P<br>r<br>o<br>f<br>e<br>s<br>s<br>i<br>o<br>n<br>a<br>l | B<br>o<br>t<br>h | T<br>o<br>t<br>a<br>l |       |
| <3   | 1                                    | 0  | 7                | 8                     | 0                                    | 0  | 0                | 0  | 0                     | 0                                    | 0  | 0                | 0                     | 8     |
| 3>   | 6                                    | 2  | 44               | 52                    | 5                                    | 8  | 11               | 1  | 25                    | 0                                    | 0  | 1                | 1                     | 78    |
| Didn't Indicate  | 0                                    | 0  | 0                | 0                     | 0                                    | 0  | 1                | 0  | 1                     | 0                                    | 0  | 0                | 0                     | 1     |
| Total  | 7                                    | 2  | 51               | 60                    | 5                                    | 8  | 12               | 1  | 26                    | 0                                    | 0  | 1                | 1                     | 87    |

qualifications some have degrees in social studies, others certificates and/or diplomas in teaching English as a second language. The vast majority of nearly 90% are experienced teachers because they had three or more years' experience in teaching before first becoming a senior master/mistress. The rest have less than three years'

experience. Those who are less than 40 are more qualified than those who are over 40, because exactly 85% have both academic and professional qualifications, while only about 46% of those who are over 40 have similar qualifications. Those who are over 40 are more experienced in teaching than those who are less than 40, because about 96% of those who are over 40 have three or more years' teaching experience, while only about 87% of those who are less than 40 have similar experience.

*Number of senior master/mistress's posts held so far and  
number of years of experience in the post at the present school*

The number of senior masters/mistresses who are on their first appointment is more than those who are on their second or more appointment. Table 6.3 shows that 51 (or nearly 59%) are on their first appointment, while only 22 (or about 25%) are on their second or more appointment. However, 14 did not indicate whether they are on their first or second and more appointment. The majority are experienced senior masters/mistresses on the post, because about 56% have three or more years' experience on the job. The rest have less than three years' experience. Those who are on their second or more appointment have more experience in the post at the present school than those who are on their first appointment. Nearly 82% of those who are on their second or more appointment have three or more years' experience in the post. Only about 51% of those who are on their first appointment have the same number of years of experience.

**Table 6.3 Senior Masters/Mistresses by Number of Senior Master/Mistress's  
Posts Held So Far and Number of Years of Experience in the Post at the Present School**

| Number of Senior<br>Master's/Mistress's Posts<br>Held So Far | Number of Years of Experience in the Post at the Present<br>School |           | Total     |
|--|--|-----------|-----------|
|  | <3   | 3>        |           |
| 1  | 25   | 26        | 51        |
| >1   | 4  | 18        | 22        |
| Didn't Indicate  | 9  | 5         | 14        |
| <b>Total</b>   | <b>38</b>  | <b>49</b> | <b>87</b> |

### **Tasks of senior masters/mistresses**

The data presented below include the present and future tasks of senior masters/mistresses.

#### *Present tasks*

The main tasks of senior masters/mistresses at present are those involving discipline, which is technical in nature. Table 6.4 shows that about 39% indicated that they spend A Great Deal (Over 70%) of their time on "Disciplinary matters". Another 39% spend A Certain Extent of their time on "Meeting regularly with form teachers to discuss problems, progress, etc.". Nearly 29% spend To a Certain Extent of their time on "Co-ordinating the keeping of records of individual students". About 24% also spend A Certain Extent of their time on "Arranging school assemblies". Those tasks involving assemblies and discipline are categorised under technical. Those relating to

transfer of students and record keeping are classified under conceptual. Those involving welfare are classified under human relations. Full details of categorisation of tasks are in Appendix C (p. 259).

**Table 6.4 Present Main Tasks of Senior Masters/Mistresses**

| Task Category  | Extent of Involvement   |                          |  |                                |                                |                    | Total |
|--|-------------------------|--------------------------|--|--------------------------------|--------------------------------|--------------------|-------|
|  | 1<br>Not At All<br>(0%) | 2<br>A Little<br>(1-20%) | 3<br>To a<br>Certain<br>Extent<br>(21-40%) | 4<br>Quite a<br>Lot<br>41-70%) | 5<br>A Great<br>Deal<br>(>70%) | Didn't<br>Indicate |       |
| 1. Meeting regularly with form teachers to discuss problems, progress, etc.                                      | 4                       | 16                       | 34<br>(39.0%)                              | 22                             | 9                              | 2                  | 87    |
| 2. Co-operating with staff responsible for liaising with other schools to ensure the smooth transfer of students | 23<br>(26.4%)           | 19                       | 13   | 22                             | 7                              | 3                  | 87    |
| 3. Organising welfare activities e.g. guidance, extra curricular activities                                      | 11                      | 24<br>(27.5%)            | 20   | 13                             | 14                             | 5                  | 87    |
| 4. Co-ordinating the keeping of records of individual students   | 12                      | 18                       | 25<br>(28.7%)                              | 14                             | 15                             | 3                  | 87    |
| 5. Arranging school assemblies   | 12                      | 16                       | 21<br>(24.1%)                              | 16                             | 20                             | 2                  | 87    |
| 6. Disciplinary matters  | 4                       | 9                        | 19   | 20                             | 34<br>(39.0%)                  | 1                  | 87    |

However, besides those tasks, they are also involved in other tasks. Table 6.5 shows that the majority are involved in timetable arrangements. Such tasks are technical in nature. These attracted 36 responses which was the highest number of responses. Their technical tasks also involved them in academic matters in general, allocation of students to classes, curriculum management, teaching, improving teaching techniques, and preparation of reading lists. They are also involved in the management of resources including acquiring of resources (school fees, purchasing materials, and budgeting), distributing and maintaining resources (library materials, textbooks, microphones, and transport), finance, staff appointment and transfers. The rest of the

Table 6.5 Other Tasks of Senior Masters/Mistresses

| Task Category  | Number of Responses |
|--|---------------------|
| <u>Technical</u>   |                     |
| 1. <i>Academic curriculum</i>  |                     |
| - Timetable arrangement  | 13                  |
| - Teaching and teaching techniques   | 2                   |
| - Dealing in academic matters  | 1                   |
| - Allocating students to classes   | 1                   |
| - Curriculum   | 1                   |
| - Preparing reading lists  | 1                   |
| 2. <i>Ethos</i>  |                     |
| - Counselling  | 2                   |
| - Maintaining discipline   | 2                   |
| 3. <i>Resources</i>  |                     |
| - Distributing resources and maintaining resources: library materials, textbooks, microphones, and transport | 5                   |
| - Acquiring resources: schools fees, purchasing materials, and budgeting                                     | 3                   |
| - finance  | 3                   |
| - co-ordinating staff appointment and transfers  | 2                   |
| <b>Total</b>   | <b>36</b>           |
| <u>Conceptual</u>  |                     |
| 1. <i>Planning, organisation, co-ordination and control</i>  |                     |
| - Routine administration: processing staff leaves, filing letters  | 4                   |
| - Registering students   | 2                   |
| - Issuing testimonials/references  | 2                   |
| - Planning   | 1                   |
| 2. <i>Evaluation and record keeping</i>  |                     |
| - Organising examinations/tests  | 4                   |
| - Monitoring students' and staff's progress/performance  | 4                   |
| - Getting involved in supervision  | 2                   |
| 3. <i>Buildings, ground and plant</i>  |                     |
| - Ensuring cleanliness of buildings  | 5                   |
| - Managing hostels   | 1                   |
| <b>Total</b>   | <b>25</b>           |
| <u>Human Relations</u>   |                     |
| 1. <i>Motivation</i>   |                     |
| - Looking after welfare  | 3                   |
| 2. <i>Staff development</i>  |                     |
| - Organising staff development and training  | 2                   |
| 3. <i>Inter-personal, intra-group and inter-group conflict resolution</i>                                    |                     |
| - Managing non-teaching staff  | 2                   |
| 4. <i>Communication</i>  |                     |
| - Writing letters to parents   | 2                   |
| - Liaising with other senior staff   | 1                   |
| - Meeting parents  | 1                   |
| <b>Total</b>   | <b>11</b>           |
| <u>External</u>  |                     |
| 1. <i>Parents and the general community</i>  |                     |
| - Dealing with parents   | 3                   |
| <b>Total</b>   | <b>3</b>            |

tasks are conceptual, human relations, and external in nature. Their conceptual tasks require them to be involved in those relating to students' registration, issuing testimonials and references, processing staff leaves, filing letters, routine administration and planning. They are also involved in organising examinations and tests, students' and teachers' progress and performance, supervision, cleanliness of buildings and hostel management. Their human relations tasks require them to be involved in welfare, staff development and training, managing non-teaching staff, liaising with other senior staff, meeting parents and writing letters to them. Their external tasks require them to deal with parents.

#### *Future tasks*

As shown in Table 6.6, in future the senior masters/mistresses predicted that their tasks will be more on human relations. Based on the nine responses, four indicated that they will be involved in staff development. These include developing resource centres, developing mentor systems, organising induction programmes for existing and new teachers, and getting involved in handling non-teaching staff. The rest of their tasks will be technical and conceptual in nature. Their technical tasks will be those relating to maintaining discipline, guidance and counselling. Their conceptual tasks will be those relating to designing students' data bases and improving examination results.

**Table 6.6 Future Tasks of Senior Masters/Mistresses**

| <b>Task Category</b>  | <b>Number of Responses</b> |
|---|----------------------------|
| <u>Technical</u>  |                            |
| 1. <i>Ethos</i>   |                            |
| - Maintaining discipline  | 2                          |
| - Organising guidance and counselling                                     | 1                          |
| <b>Total</b>  | <b>3</b>                   |
| <u>Conceptual</u>   |                            |
| 1. <i>Evaluation and record keeping</i>                                   |                            |
| - Designing students' database  | 1                          |
| - Improving students' achievement in examinations                         | 1                          |
| <b>Total</b>  | <b>2</b>                   |
| <u>Human Relations</u>  |                            |
| 1. <i>Staff development</i>   |                            |
| - Developing resource centre for teachers                                 | 1                          |
| - Developing mentor system for new teachers                               | 1                          |
| - Developing staff induction programme for new teachers                   | 1                          |
| 2. <i>Inter-personal, intra-group and inter-group conflict resolution</i> |                            |
| - Handling non-teaching staff   | 1                          |
| <b>Total</b>  | <b>4</b>                   |

### **Selection of senior masters/mistresses**

The data presented include the selection procedures and criteria used to select the present senior masters/mistresses, and their opinion on whether or not their post should carry a special salary scale.

#### *Selection procedures and criteria*

In the majority of cases vacant posts of the present senior masters/mistresses were not advertised when they became vacant, and they were not interviewed for the job. As a result they did not know the exact criteria used to select them. Nevertheless they

thought that some sort of criteria were used. As shown in Table 6.7 the majority of nearly 91% indicated that their posts were not advertised when they became vacant, and 52% pointed out that they were not interviewed or seen by administrators for the job. The rest did not answer the question. However, about 41% felt that they were selected because of the length of their teaching service. Nearly 38% did not know whether or not they were selected because of their teaching ability. Nearly 51% thought that they were selected because of their qualifications and another 51% felt that they were selected because of a combination of the above. The rest either did not know or did not answer the question.

**Table 6.7 Procedures and Criteria Used to Select Senior Masters/Mistresses**

| Procedure and Criterion                               | Responses     |               |               |                 | Total |
|---|---------------|---------------|---------------|-----------------|-------|
|   | Yes           | No            | Don't Know    | Didn't Indicate |       |
| (1) The post was advertised when it became vacant     | 4             | 79<br>(90.8%) | 0             | 4               | 87    |
| (2) Interviewed for the job or seen by administrators | 7             | 45<br>(51.7%) | 0             | 35              | 87    |
| (a) Selected because of length of teaching service    | 36<br>(41.3%) | 14            | 23            | 14              | 87    |
| (b) Selected because of teaching ability              | 19            | 19            | 33<br>(37.9%) | 16              | 87    |
| (c) Selected because of qualifications                | 44<br>(50.5%) | 8             | 20            | 15              | 87    |
| (e) Selected because of a combination of the above    | 44<br>(50.5%) | 8             | 22            | 13              | 87    |

Some, however, thought that there were other procedures and criteria used to select them. Table 6.8 shows that nine senior masters/mistresses thought that they were selected because of their general ability, such as ability to analyse situations, willingness to do hard and extra work, active involvement in school activities and by



being multilingual. The rest thought they were selected because of their experience, for having relevant qualities (such as leadership, honesty, humility, dedication, etc.) and for having an academic degree. One claimed that he was appointed directly by the principal.

**Table 6.8 Other Procedures and Criteria Used to Select Senior Masters/Mistresses**

| No.          | Procedure and Criterion    | Number of Responses |
|--------------|----------------------------|---------------------|
| 1.           | Ability                    | 9                   |
| 2.           | Relevant qualities         | 5                   |
| 3.           | Experience                 | 5                   |
| 4.           | Having an academic degree  | 1                   |
| 5.           | Appointed by the Principal | 1                   |
| <b>Total</b> | <b>5</b>                   | <b>21</b>           |

*Opinion of senior masters/mistresses on whether  
or not their post should carry a special salary scale*

The majority of senior masters/mistresses felt that their post should carry a special salary scale. Table 6.9 shows that such opinion recorded 75 responses, which was the largest number of responses. The main reason put forward is that the job involves extra work. Others argued it involves heavy responsibility. Still others reasoned that they should be given incentives. The rest of the reasons range from “Variety of work” to “To reward” hard work. However, a minority of nine respondents felt that their post should not carry a special salary scale. They thought that it is part of the job of being a teacher and therefore a special allowance would be more appropriate than a special salary scale.

**Table 6.9 Opinion of Senior Masters/Mistresses on Whether or Not Their Post Should Carry a Special Salary Scale and the Reasons for Saying So**

| Opinion  | Reason  | Number of Responses |
|--|---|---------------------|
| (a) The post should carry a special salary scale     | 1. Extra work   | 47                  |
|  | 2. Heavy responsibility   | 8                   |
|  | 3. As an incentive  | 7                   |
|  | 4. Variety of work  | 1                   |
|  | 5. To attract the best candidates to the job                                      | 1                   |
|  | 6. To reward  | 1                   |
|  | [No Reason Given]   | 10                  |
| <b>Total</b>   | <b>6</b>  | <b>75</b>           |
| (b) The post should not carry a special salary scale | 1. It is part of the job  | 2                   |
|  | 2. An allowance would be more appropriate   | 2                   |
|  | 3. The current salary scale is just right   | 1                   |
|  | 4. It is only an internal appointment   | 1                   |
|  | [No Reason Given]   | 3                   |
| <b>Total</b>   | <b>4</b>  | <b>9</b>            |
| (c) It depends                                       | 1. The post should carry a special salary scale if it involved full teaching load | 1                   |
| <b>Total</b>   | <b>1</b>  | <b>1</b>            |
| Didn't Indicate                                      | 0   | 6                   |
| <b>Total</b>   | <b>0</b>  | <b>6</b>            |

### Training of senior masters/mistresses

The data presented include the number of senior masters/mistresses who had experienced pre-service and in-service training, training methods, training content, and benefits of training.

#### *Number of senior masters/mistresses who had/had not experienced pre-service and in-service training*

The majority of senior masters/mistresses did not have any training. Table 6.10 shows about 72% did not have any training at all. Nearly 89% did not have pre-service

training. About 77% did not have in-service training. The rest did not answer the question.

| Table 6.10 Number of Senior Masters/Mistresses Who Had Experienced Pre-Service and In-Service Training |           |    |                 |       |
|--|-----------|----|-----------------|-------|
| Type of Training   | Responses |    |                 | Total |
|  | Yes       | No | Didn't Indicate |       |
| (a) Pre-Service  | 10        | 77 | 0               | 87    |
| (b) In-Service   | 13        | 67 | 7               | 87    |
| (c) No Training At All   | 62        | 19 | 6               | 87    |

*Pre-service and in-service training methods*

Table 6.11 shows that five of the 10 who experienced pre-service training indicated that their pre-service training was held in-school, while three said theirs was held out-of-school, and two said theirs was held both in-school and out-of-school. Of the 13 who experienced in-service training, nine stated that their in-service training was conducted off-school, three said theirs was held both in-school and out-of-school, and one said that his was held in-school.

| Table 6.11 Pre-Service and In-Service Training Methods of Senior Masters/Mistresses |           |               |                                  |       |
|---|-----------|---------------|----------------------------------|-------|
| Type of Training  | Method    |               |                                  | Total |
|   | In-School | Out-of-School | Both In-School and Out-of-school |       |
| a. Pre-Service  | 5         | 3             | 2                                | 10    |
| b. In-Service   | 1         | 9             | 3                                | 13    |

### *Pre-service training content*

The main content of pre-service training mostly involved guidance, which is human relations in nature. Table 6.12 shows that exactly 80% of the content of pre-service training involved “Guidance”. The rest, in order of priority, involved “Leadership”, “Counselling” and “Students’ welfare”. Those involving leadership and welfare are classified under human relations, while those under counselling are classified under technical. Full details of classification of training contents are in Appendix C (p. 259).

**Table 6.12 Pre-Service Training Content of Senior Masters/Mistresses**

| Content Category     | Responses  |    |                 | Total |
|----------------------|------------|----|-----------------|-------|
|                      | Yes        | No | Didn't Indicate |       |
| 1. Leadership        | 7<br>(70%) | 2  | 1               | 10    |
| 2. Guidance          | 8<br>(80%) | 1  | 1               | 10    |
| 3. Counselling       | 5<br>(50%) | 3  | 2               | 10    |
| 4. Students' welfare | 5<br>(50%) | 3  | 2               | 10    |

However, besides those mentioned above, there were others. Table 6.13 shows that these were mainly conceptual in nature. These included skills in school administration and co-ordination of examinations. The rest were technical in nature. These included skills in organising extra curricular activities and finance.

**Table 6.13 Other Pre-Service Training Content of Senior Masters/Mistresses**

| Content Category   | Number of Responses |
|--|---------------------|
| <u>Technical</u>   |                     |
| 1. <i>Pastoral curriculum</i><br>- Extra curricular activities                         | 1                   |
| 2. <i>Resources</i><br>- Finance   | 1                   |
| <b>Total</b>   | <b>2</b>            |
| <u>Conceptual</u>  |                     |
| 1. <i>Planning, organisation, co-ordination and control</i><br>- School administration | 2                   |
| 2. <i>Evaluation and record keeping</i><br>- Examinations                              | 1                   |
| <b>Total</b>   | <b>3</b>            |

### *In-service training content*

The main content of in-service training also mainly involved guidance. Table 6.14 shows that nearly 62% of the content involved “Guidance”. The rest involved “Leadership”, “Counselling” and “Students’ welfare”.

**Table 6.14 In-Service Training Content of Senior Masters/Mistresses**

| Content Category     | Responses    |              |                 | Total |
|----------------------|--------------|--------------|-----------------|-------|
|                      | Yes          | No           | Didn't Indicate |       |
| 1. Leadership        | 7<br>(53.8%) | 3            | 3               | 13    |
| 2. Guidance          | 8<br>(61.5%) | 3            | 2               | 13    |
| 3. Counselling       | 7<br>(53.8%) | 5            | 1               | 13    |
| 4. Students' welfare | 3            | 7<br>(53.8%) | 3               | 13    |

Beside those mentioned above, there were others. Table 6.15 shows that these were mostly conceptual in nature. These included skills in education management and organisation and co-ordination of examinations. The rest were technical and human relations in nature. The technical contents included the management of the library. The human relations content included stress management.

**Table 6.15 Other In-Service Training Content of Senior Masters/Mistresses**

| Content Category  | Number of Responses |
|---|---------------------|
| <u>Technical</u>  |                     |
| 1. <i>Resources</i><br>- Librarianship  | 1                   |
| <b>Total</b>  | <b>1</b>            |
| <u>Conceptual</u>   |                     |
| 1. <i>Planning, organisation, co-ordination and control</i><br>- Educational management | 1                   |
| 2. <i>Evaluation and record keeping</i><br>- Examinations                               | 1                   |
| <b>Total</b>  | <b>2</b>            |
| <u>Human Relations</u>  |                     |
| 1. <i>Staff development</i><br>- Stress management                                      | 1                   |
| <b>Total</b>  | <b>1</b>            |

### *Benefits of pre-service and in-service training*

The majority who had experienced pre-service and in-service training indicated that they had benefited a lot from such training. Table 6.16 shows that there are seven responses on the benefits of pre-service training, and nine on the benefits of in-service training. The main reason put forward is that pre-service training helped them to perform their tasks more effectively, while in-service training gave them the idea of how to become an effective leader.

**Table 6.16 Benefits of Pre-Service and In-Service Training of Senior Masters/Mistresses**

| Type of Training | Benefit   | Number of Responses             |
|------------------|---|---------------------------------|
| (a) Pre-Service  | 1. Helped in performing tasks<br>2. Improved leadership qualities<br>3. Helped oneself to be more responsible<br>4. Gave confidence   | 4<br>1<br>1<br>1                |
| <b>Total</b>     | <b>4</b>  | <b>7</b>                        |
| (b) In-Service   | 1. Gave ideas of how to become an effective leader<br>2. Made use more psychology in handling students<br>3. Helped in maintaining discipline<br>4. Became aware of the state of the art of<br>5. Became aware of the importance of taking time to reflect<br>6. Helped in problem solving<br>7. Helped in student learning | 3<br>1<br>1<br>1<br>1<br>1<br>1 |
| <b>Total</b>     | <b>7</b>  | <b>9</b>                        |

### **Professional development needs of senior masters/mistresses**

The main training or professional development needs of senior masters/mistresses at present and in future are those relating to motivation, which is human relations in nature. As shown in Table 6.17 the majority of about 87% indicated that they need training in “Motivating staff and students”. The rest, in order of priority, need training in “Handling conflicts”, “Communicating with your colleagues”, “Decision-making”, “Dealing with parents, Governors, Ministry officials, other external agencies”, “Chairing meetings”, “Counselling staff and students”, and “Career and guidance”. Those needs involving motivation, communication, meetings, career and guidance and conflicts are categorised under human relations needs. Those related to decision making are categorised under conceptual needs. Those connected to counselling are categorised under technical needs. Those involving parents and other

external agencies are categorised under external needs. Full details of classification of training needs are in Appendix C (p. 259).

**Table 6.17 Present and Future Professional Development Needs of Senior Masters/Mistresses**

| Need Category   | Responses |    |                 | Total |
|---|-----------|----|-----------------|-------|
|   | Yes       | No | Didn't Indicate |       |
| 1. Communicating with your colleagues   | 72        | 8  | 7               | 87    |
| 2. Chairing meetings  | 71        | 6  | 10              | 87    |
| 3. Decision-making  | 72        | 6  | 9               | 87    |
| 4. Motivating staff and students  | 76        | 3  | 8               | 87    |
| 5. Counselling staff and students   | 71        | 6  | 10              | 87    |
| 6. Career and guidance  | 60        | 16 | 11              | 87    |
| 7. Handling conflicts   | 73        | 6  | 8               | 87    |
| 8. Dealing with parents, Governors, Ministry officials, other external agencies | 72        | 2  | 13              | 87    |

However, besides those needs mentioned above there are others as well. Table 6.18 shows that these are mainly conceptual in nature. They require skills and knowledge in school management and administration and the use of computers in administration. The rest are human relations and technical in nature. Their needs involving human relations include conducting workshops and communication. Their needs relating to technical matters mainly involve finance.



**Table 6.18 Other Professional Development Needs of Senior Masters/Mistresses**

| Need Category  | Number of Responses |
|--|---------------------|
| <u>Technical</u>   |                     |
| 1. <i>Resources</i><br>- Finance   | 1                   |
| <b>Total</b>   | <b>1</b>            |
| <u>Conceptual</u>  |                     |
| 1. <i>Planning, organisation, co-ordination and control</i><br>- Administration and management | 3                   |
| - Use of computers in administration   | 2                   |
| 2. <i>Evaluation and record keeping</i><br>- Examinations                                      | 1                   |
| 3. <i>Buildings, ground and plant</i><br>- Maintenance of buildings                            | 1                   |
| <b>Total</b>   | <b>7</b>            |
| <u>Human Relations</u>   |                     |
| 1. <i>Staff development</i><br>- Conducting workshops on routine administration                | 2                   |
| 2. <i>Communication</i><br>- Communication   | 2                   |
| <b>Total</b>   | <b>4</b>            |

### Ways of meeting the needs

The data presented include the opinion of senior masters/mistresses on whether or not the Government should set up a national training centre to train them and other senior staff of schools, the preferred methods of training and the preferred trainers to train them, and additional information relating to the study.

#### *Opinion of senior masters/mistresses on whether or not the Government should establish a national training centre*

The majority of senior masters/mistresses are of the opinion that a national training centre should be established by the Government to train senior staff of schools including senior masters/mistresses. Table 6.19 shows that this opinion was backed

**Table 6.19 Opinion of Senior Masters/Mistresses on Whether or Not a National Training Centre Should be Established by the Government to Train Them and Other Senior Staff of Schools and the Reasons for Saying So**

| <b>Opinion</b>   | <b>Reason</b>  | <b>Number of Responses</b> |
|--|--|----------------------------|
| (a) National training centre should be established     | 1. To improve school administration and administrators   | 23                         |
|  | 2. To gain and up-date knowledge and experience  | 18                         |
|  | 3. To improve discipline and academic standard   | 9                          |
|  | 4. To prepare senior masters/mistresses for more senior posts  | 8                          |
|  | 5. As a centre for exchanging ideas  | 6                          |
|  | 6. To standardise, centralised and systematise training  | 5                          |
|  | 7. To improve co-operation and understanding   | 3                          |
|  | 8. Overseas training is more expensive   | 2                          |
|  | 9. To gain more confidence   | 2                          |
|  | 10. As a resource centre   | 1                          |
|  | 11. Local training is more relevant  | 1                          |
|  | 12. To train those who need training   | 1                          |
|  | [No Reason Given]  | 16                         |
| <b>Total</b>   | <b>12</b>  | <b>95</b>                  |
| (b) National training centre should not be established | 1. Training can be held at schools or other educational institutions                                     | 2                          |
|  | 2. Training overseas is more preferable  | 2                          |
|  | 3. Local training is not economical  | 1                          |
| <b>Total</b>   | <b>3</b>   | <b>5</b>                   |
| (c) A combination                                      | 1. Local issues should be addressed locally and international issues should be addressed internationally | 1                          |
| <b>Total</b>   | <b>1</b>   | <b>1</b>                   |
| Didn't Indicate  | 0  | 3                          |
| <b>Total</b>   | <b>0</b>   | <b>3</b>                   |

by 95 responses, which was the largest number of responses. The main reason put forward is that the centre would improve administration and administrators. It would also help senior masters/mistresses to gain and up-date their knowledge, improve discipline and academic standards and prepare senior masters/mistresses. The rest of the reasons range from “As a centre for exchanging ideas” to “To train those who need training”. However, a very small number of senior staff stated that a national training centre should not be established. They reasoned that the existing educational or training institutions should be used instead of building a new one. Otherwise they felt that overseas training would be more preferable.

### *Methods of training preferred*

The method of training most preferred by the senior masters/mistresses is external courses, while the least preferred is distance teaching. Table 6.20 shows that a majority of nearly 90% prefer “Attending external courses with other senior masters/mistresses”, while only about 55% prefer “Participation in distance teaching”. The rest, in order of priority, include “In-school training” and “Coaching from senior staff”.

**Table 6.20 Training Methods Preferred by Senior Masters/Mistresses**

| Training Methods  | Responses |    |                 | Total |
|---|-----------|----|-----------------|-------|
|   | Yes       | No | Didn't Indicate |       |
| <u>External Courses</u><br>1. Attending external courses with other senior masters/mistresses | 78        | 6  | 3               | 87    |
| 2. Participation in distance teaching programmes  | 48        | 19 | 20              | 87    |
| <u>Internal Courses</u><br>3. Coaching from senior staff                                      | 60        | 11 | 16              | 87    |
| 4. In-school training   | 63        | 13 | 11              | 87    |

However, besides those mentioned above there are other methods preferred. Most are external in nature. Table 6.21 shows that among others these include attending graduate courses at Master's level, resources from the library, exchange forums, courses organised by the Ministry of Education, overseas courses, and attending courses at the local university or other training centres.

**Table 6.21 Other Methods of Training Preferred by Senior Masters/Mistresses**

| Other Methods of Training Preferred                  | Number of Responses |
|--|---------------------|
| 1. Attending post graduate courses at master's level | 1                   |
| 2. Resources from the library                        | 1                   |
| 3. Exchange forums                                   | 1                   |
| 4. Courses organised by the Ministry of Education    | 1                   |
| 5. Overseas courses                                  | 1                   |
| 6. Attending courses at the local university         | 1                   |
| <b>Total</b>   | <b>6</b>            |

### *Trainers preferred*

The trainers most preferred by the senior masters/mistresses are senior officials from the Ministry of Education, while the least preferred are people from commerce and industry. Table 6.22 shows that about 86% indicated that they prefer such trainers. The rest, according to priority, are “Experienced school principals/deputies”, “Academic staff from the University”, “Inspectors of schools” and “People from commerce and industry”.

**Table 6.22 Trainers Preferred by Senior Masters/Mistresses**

| Type of Trainers                                   | Responses |    |                 | Total |
|--|-----------|----|-----------------|-------|
|  | Yes       | No | Didn't Indicate |       |
| 1. Senior officials from the Ministry of Education | 75        | 4  | 8               | 87    |
| 2. Academic staff from the University              | 67        | 12 | 8               | 87    |
| 3. Inspectors of schools                           | 53        | 19 | 15              | 87    |
| 4. Experienced school principals/deputies          | 73        | 10 | 4               | 87    |
| 5. People from commerce and industry               | 43        | 23 | 21              | 87    |

However, there are other trainers preferred particularly those from outside the Ministry of Education. As shown in Table 6.23 these include those officials from the Prime Minister's Department who could enlighten them on national philosophy. They also prefer any veterans or experts in the field. The rest, in order of priority, include experienced consultants with national philosophy background, officials from the Department of Culture, personnel knowledgeable in public relations/human/resource management, curriculum officers, officials from the Ministry of Development who could give them information on maintenance of buildings, officials from the Ministry of Finance who could tell them about financial regulations.

**Table 6.23 Other Trainers Preferred by Senior Masters/Mistresses**

| <b>Type of Trainers</b>  | <b>Number of Responses</b> |
|--|----------------------------|
| 1. Officials from other ministries outside the Ministry of Education           | 2                          |
| 2. Any veterans or experts on the field  | 2                          |
| 3. Experienced consultants with national philosophy background                 | 1                          |
| 4. Officials from the Department of Culture                                    | 1                          |
| 5. Personnel with knowledge of public relations, human and resource management | 1                          |
| 6. Curriculum officers   | 1                          |
| <b>Total</b>   | <b>8</b>                   |

#### **Additional information from senior masters/mistresses**

There are only six responses in total. However, most of the suggestions are already covered in the questionnaires. Only those not covered will be highlighted. Nevertheless Table 6.24 shows that most of the information and suggestions are related to training. The rest are about selection and tasks. Their suggestions under training include in-school training, and their request for their career path to be made

clear to them. Their suggestions under selection include making experience to be the main criteria for selection, and instead of a special salary scale, they prefer to be paid a responsibility allowance. Their suggestion under tasks is that their teaching load should be reduced to enable them to carry out their work more effectively.

**Table 6.24 Additional Information from Senior Masters/Mistresses**

| <b>Additional Information</b>   | <b>Number of Responses</b> |
|---|----------------------------|
| <u><b>Tasks</b></u>   |                            |
| 1. Teaching load should be reduced in order to perform the tasks more effectively   | 1                          |
| <b>Total</b>  | <b>1</b>                   |
| <u><b>Selection</b></u>   |                            |
| 1. Experience should be the main criteria for selection   | 1                          |
| 2. Instead of special salary scale, responsibility allowance should be given for the post   | 1                          |
| <b>Total</b>  | <b>2</b>                   |
| <u><b>Training</b></u>  |                            |
| 1. The setting up of a national training centre is crucial to provide theory and practical training in school management and administration and the national philosophy | 1                          |
| 2. In-school training is the most important training  | 1                          |
| 3. Career path should be made clear. Those who prefer administration and management tasks should be trained   | 1                          |
| <b>Total</b>  | <b>3</b>                   |

## Conclusion

The data indicate that in general the level of experience of the senior masters/mistresses of secondary schools in Brunei Darussalam is high. This is reflected in their qualifications whereby most have both academic and professional qualifications. The majority had more than three years teaching experience before being appointed to their present post, and most have more than three years experience in the post at the present school. The level of their professional development needs is also high, because these involve motivation. However, the data also indicate that the

level of the tasks they perform is low, because these relate to maintaining discipline. The level of their experience and the level of their training needs are inter-linked. But the level of their experience and the level of the tasks they perform are not inter-linked.

Nevertheless they suggest that in order to improve the professional development of senior staff of secondary schools, their post should have a special salary scale in order to compensate for the heavy responsibility the job carries, a national training centre should be established by the Government in order to improve school administration and administrators, training should be held off-school, and senior officials from the Ministry of Education should be used to train them. In addition they suggest that their teaching load should be reduced in order to carry out their other tasks more effectively, experience should be the main criterion of selection, and their career path should be made more clear to them.

## **Part 2: Presentation of data collected from the heads of departments**

### **Personal details (experience) of heads of departments**

The data presented include the gender of the heads of departments, their age, their qualifications, the number of years of experience they had in teaching before first becoming a head of department, the number of head of department's post they have held so far, the number of years of experience they have had in the post at the present school, and the department they currently hold, the types of schools they came from, and the location of their schools.

#### *Gender, type and location of school*

The number of male heads of departments is slightly more than the number of female heads of departments. Table 6.25 shows that of the 213 heads of departments of about 52% are males and about 47% are females. However, two did not indicate their gender. A vast majority of nearly 77% of heads of departments come from the Ministry of Education schools. The rest come from other types of schools. Nearly 4% come from the Chinese schools, about 6% from the Ministry of Religious Affairs schools, and about 13% from the Mission schools. The largest concentration of heads of departments is in the Brunei-Muara District. About 60% of heads of departments are in the Brunei-Muara District. The rest are dispersed among the other three districts. Nearly 4% are in the Temburong District. About 14% are in the Tutong District. About 22% are in the Belait District. Amongst the four types of schools, the Ministry of Religious Affairs schools have the highest percentage of males,



**Table 6.25 Heads of Departments by Gender, Type and Location of School**

| Location of School    | Type of School        |             |                            |                               |         |             |           |         |             |           |         |             |           | Total     |         |             |                            |
|-----------------------|-----------------------|-------------|----------------------------|-------------------------------|---------|-------------|-----------|---------|-------------|-----------|---------|-------------|-----------|-----------|---------|-------------|----------------------------|
|                       | State                 |             |                            |                               |         |             |           | Private |             |           |         |             |           |           |         |             |                            |
|                       | Ministry of Education |             |                            | Ministry of Religious Affairs |         |             |           | Mission |             |           | Chinese |             |           |           |         |             |                            |
|                       | Gender                |             |                            |                               |         |             |           |         |             |           |         |             |           |           |         |             |                            |
|                       | M a l e               | F e m a l e | D i d n' t I n d i c a t e | T o t a l                     | M a l e | F e m a l e | T o t a l | M a l e | F e m a l e | T o t a l | M a l e | F e m a l e | T o t a l | T o t a l | M a l e | F e m a l e | D i d n' t I n d i c a t e |
| Brunei-Muara District | 53                    | 56          | 1                          | 110                           | 4       | 3           | 7         | 2       | 4           | 6         | 3       | 2           | 5         | 128       | 62      | 65          | 1                          |
| Tutong District       | 20                    | 4           | 0                          | 24                            | 6       | 0           | 6         | 0       | 0           | 0         | 0       | 0           | 0         | 30        | 26      | 4           | 0                          |
| Belait District       | 7                     | 15          | 0                          | 22                            | 0       | 0           | 0         | 10      | 12          | 22        | 1       | 2           | 3         | 47        | 18      | 29          | 0                          |
| Temburong District    | 5                     | 2           | 1                          | 8                             | 0       | 0           | 0         | 0       | 0           | 0         | 0       | 0           | 0         | 8         | 5       | 2           | 1                          |
| Total                 | 85                    | 77          | 2                          | 164                           | 10      | 3           | 13        | 12      | 16          | 28        | 4       | 4           | 8         | 213       | 111     | 100         | 2                          |

while Mission schools have the highest percentage of females. This is because nearly 77% of heads of departments of the Ministry of Religious schools are males, while about 57% of heads of departments of the Mission schools are females. However, the number of males and females is equal in Chinese schools. Amongst the four districts, the Tutong District has the highest percentage of males, while the Belait District has the highest percentage of females. This is reflected by the fact that nearly 87% of heads of departments in the Tutong District are males, while nearly 63% of heads of

departments in the Belait District are females. However, there are no heads of departments of the Mission and the Chinese schools in the Tutong and Temburong Districts. There are also no heads of departments of the Ministry of Religious Affairs in the Belait and Temburong Districts. This is because there are no such schools in those districts.

*Age, qualifications and the number of years of experience  
in teaching before first becoming a head of department*

The number of heads of departments who are less than 40 years old is slightly more than that of those who are over 40. Table 6.26 shows that nearly 51% are less than 40, and about 49% are over 40. One did not indicate her age. However, 66 heads of departments are less than 35, and 39 are over 50. The majority are highly qualified academically and professionally, because about 56% have both academic (Bachelor and/or Master's Degrees) and professional (Teaching Certificates and/or Diplomas in Education) qualifications. The rest have either academic or professional qualifications only. However, a few have other qualifications. Among others these include certificates and/or diplomas in teaching English as a second language, educational psychology, home economics, graphic design, ceramics, special needs, and accounting. The vast majority of about 84% are experienced teachers because they had three or more years' teaching experience before first becoming a head of department. The rest have less than three years' experience. Those who are less than 40 are slightly more qualified than those who are over 40, because about 59% of those who are less than 40 have both academic and professional qualifications, while only about 54% of those who are over 40 have identical qualifications. The rest have either academic or

professional qualifications only. Those who are over 40 had more experience in teaching before first becoming a head of department than those who are less than 40, because about 94% of those who are over 40 have three or more years' experience in teaching, while only about 74% of those who are less than 40 have similar experience.

**Table 6.26 Heads of Departments by Age, Qualifications and the Number of Years of Experience in Teaching Before First Becoming a Head of Department**

| Number of Years of Experience in Teaching Before First Becoming a Head of Department |                                      |  |                  |  |                       |                                      |  |                  |  |                       |                                      |  |                  |  |                       |       |
|--|--------------------------------------|--|------------------|--|-----------------------|--------------------------------------|--|------------------|--|-----------------------|--------------------------------------|--|------------------|--|-----------------------|-------|
| Number of Years of Experience in Teaching Before First Becoming a Head of Department | Age                                  |  |                  |  |                       |                                      |  |                  |  |                       |                                      |  |                  |  |                       | Total |
|  | <40                                  |  |                  |  |                       | >40                                  |  |                  |  |                       | Didn't Indicate                      |  |                  |  |                       | .     |
|  | Qualifications                       |  |                  |  |                       |                                      |  |                  |  |                       |                                      |  |                  |  |                       |       |
|  | A<br>c<br>a<br>d<br>e<br>m<br>i<br>c | P<br>r<br>o<br>f<br>e<br>s<br>s<br>i<br>o<br>n<br>a<br>l | B<br>o<br>t<br>h | D<br>i<br>d<br>n'<br>t<br>I<br>n<br>d<br>i<br>c<br>a<br>t<br>e | T<br>o<br>t<br>a<br>l | A<br>c<br>a<br>d<br>e<br>m<br>i<br>c | P<br>r<br>o<br>f<br>e<br>s<br>s<br>i<br>o<br>n<br>a<br>l | B<br>o<br>t<br>h | D<br>i<br>d<br>n'<br>t<br>I<br>n<br>d<br>i<br>c<br>a<br>t<br>e | T<br>o<br>t<br>a<br>l | A<br>c<br>a<br>d<br>e<br>m<br>i<br>c | P<br>r<br>o<br>f<br>e<br>s<br>s<br>i<br>o<br>n<br>a<br>l | B<br>o<br>t<br>h | D<br>i<br>d<br>n'<br>t<br>I<br>n<br>d<br>i<br>c<br>a<br>t<br>e | T<br>o<br>t<br>a<br>l |       |
| <3   | 11                                   | 1  | 13               | 0  | 25                    | 2                                    | 1  | 3                | 0  | 6                     | 0                                    | 0  | 0                | 0  | 0                     | 31    |
| 3>   | 18                                   | 11   | 50               | 1  | 80                    | 23                                   | 21   | 53               | 1  | 98                    | 1                                    | 0  | 0                | 0  | 1                     | 179   |
| Didn't Indicate  | 1                                    | 1  | 1                | 0  | 3                     | 0                                    | 0  | 0                | 0  | 0                     | 0                                    | 0  | 0                | 0  | 0                     | 3     |
| Total  | 30                                   | 13   | 64               | 1  | 108                   | 25                                   | 22   | 56               | 1  | 104                   | 1                                    | 0  | 0                | 0  | 1                     | 213   |

*Number of head of department's posts held so far and  
number of years of experience in the post at the present school*

The majority are on their first appointment. Table 6.27 shows that about 60% of heads

of departments are on their first appointment, while only about 29% are on their second or more appointment. However, 23 did not indicate whether they are on their first or second or more appointment. The number of those who are experienced in the post is slightly more than those who are less experienced. Nearly 51% have three or more years' experience on the job at the present school. The rest have less than three years' experience. However, both those who are on their first appointment and those who are on their second or more appointment have more or less have the same experience on the post at the present school. Nearly 55% of those who are on their second or more appointment, and 54% of those who are on their first appointment have three or more years' experience on the job.

**Table 6.27 Heads of Departments by Number of Head of Department's Posts Held So Far and Number of Years of Experience in the Post at the Present School**

| Number of Head of Department's Posts Held So Far | Number of Years of Experience in the Post at the Present School |     |                 | Total |
|--|---|-----|-----------------|-------|
|  | <3  | 3>  | Didn't Indicate |       |
| 1  | 58  | 69  | 1               | 128   |
| >1   | 28  | 34  | 0               | 62    |
| Didn't Indicate                                  | 12  | 5   | 6               | 23    |
| Total  | 98  | 108 | 7               | 213   |

*Department currently held*

The majority who responded to the questionnaires are those who are heading “Other Departments”. Table 6.28 shows that the majority of nearly 47% of such heads of departments responded. They consisted of heads of department of history, geography,

economics, accounts, commercial studies, woodwork, metalwork, art and craft, religious knowledge, physical education, computer studies, and national ideology. The rest, in order of priority, include those of heads of departments of languages, mathematics and science. The department of languages comprises English, Malay, Arabic, French and Malay literature. The department of science consists of general science, integrated science, agricultural science, home science, chemistry, biology and physics. However, it seems that some heads of departments, such as Heads of Departments of Chinese Language, did not participate in the study. It is not possible to know the exact reason, because none was given. Except perhaps that they could not communicate in English at all.

**Table 6.28 Heads of Departments by the Department Currently Held**

| <b>Department</b>    | <b>Total</b> |
|----------------------|--------------|
| 1. Languages         | 44           |
| 2. Mathematics       | 22           |
| 3. Science           | 39           |
| 4. Other Departments | 100          |
| Didn't Indicate      | 8            |
| <b>Total</b>         | <b>213</b>   |

### **Tasks of heads of departments**

The data presented include the present and future tasks of heads of departments as perceived by the heads of departments themselves.

### *Present tasks*

The main tasks of the heads of departments at present are those involving teaching which is technical in nature. Table 6.29 shows that the majority (or nearly 79%) indicated that they spend A Great Deal of their time (or over 70%) on “Teaching”. Nearly 30% spend A Great Deal of their time (or over 70%) on “Organising departmental activities”. About 31% spend Quite a Lot of their time (or between 41% to 70%) on “Evaluating the work of the department”. About 25% spend A Certain Extent of their time (or between 21% to 40%) on “Managing staff”. Those tasks involving teaching, curriculum, timetables, subjects and activities are categorised under technical. Those relating to evaluation are classified under conceptual. Those concerning staff management are categorised under human relations. Those involving others outside the school are classified under external. Full details of the classification of tasks are in Appendix C (p. 259).

However, beside those tasks, they are others. These mainly relate to the management of resources. Such tasks are categorised under technical. Table 6.30 shows that technical tasks attracted 25 responses which was the largest number of responses. Their technical tasks relating to resources required them to acquire teaching materials, install and service instruments, check stocks, be involved in budgeting, get quotations, and distribute resources and software. Their technical tasks also involved them in tasks relating to academic curriculum. These include organising extra curricular activities, counselling, the production of school magazine, taking photographs, and

**Table 6.29 Present Main Tasks of Heads of Departments**

| Task Category   | Extent of Involvement   |                          |   |                             |                                |                    | Total |
|---|-------------------------|--------------------------|---|-----------------------------|--------------------------------|--------------------|-------|
|   | 1<br>Not At All<br>(0%) | 2<br>A Little<br>(1-20%) | 3<br>To a Certain<br>Extent<br>(21-40%) | 4<br>Quite a Lot<br>41-70%) | 5<br>A Great<br>Deal<br>(>70%) | Didn't<br>Indicate |       |
| 1. Teaching   | 0                       | 2                        | 7                                       | 36                          | 168<br>(78.8%)                 | 0                  | 213   |
| 2. Curriculum management                                  | 85<br>(39.9%)           | 35                       | 39                                      | 29                          | 16                             | 9                  | 213   |
| 3. Timetabling  | 100<br>(46.9%)          | 47                       | 31                                      | 14                          | 10                             | 11                 | 213   |
| 4. Managing staff   | 51                      | 49                       | 54<br>(25.3%)                           | 31                          | 23                             | 5                  | 213   |
| 5. Subject renewal/ up-<br>dating                         | 68<br>(31.9%)           | 31                       | 49                                      | 33                          | 20                             | 12                 | 213   |
| 6. Evaluating the work of<br>the department               | 14                      | 20                       | 53                                      | 67<br>(31.4%)               | 52                             | 7                  | 213   |
| 7. Organising departmental<br>activities                  | 12                      | 21                       | 58                                      | 57                          | 63<br>(29.5%)                  | 2                  | 213   |
| 8. Dealing with Ministry<br>officials, parents, Governors | 86<br>(40.3%)           | 65                       | 38                                      | 12                          | 6                              | 6                  | 213   |

co-ordinating schemes of work. The rest of their tasks, in order of priority, are conceptual and human relations in nature. Their conceptual tasks include those relating to examinations, appraisal, research, records, teaching observation, language laboratory, routine administration and delegation of responsibilities. Their human relations tasks are those relating to dealing with staff, conducting meetings, co-ordinating career and guidance, arranging social activities, and issuing student passes to non-citizen students.

Table 6.30 Other Tasks of Heads of Departments

| Task Category   | Number of Responses |
|---|---------------------|
| <b><u>Technical</u></b>   |                     |
| 1. <i>Academic curriculum</i>   |                     |
| - Organising schemes of work  | 1                   |
| 2. <i>Pastoral curriculum</i>   |                     |
| - Getting involved in extra curricular activities                         | 5                   |
| 3. <i>Ethos</i>   |                     |
| - Counselling   | 2                   |
| - Taking photographs  | 1                   |
| - Organising the production of school magazine                            | 1                   |
| 4. <i>Resources</i>   |                     |
| - Looking after teaching materials and equipment                          | 7                   |
| - Installing and servicing instruments                                    | 3                   |
| - Budgeting   | 1                   |
| - Managing resources  | 1                   |
| - Making soft-wares   | 1                   |
| - Getting quotations  | 1                   |
| - Checking stocks   | 1                   |
| <b>Total</b>  | <b>25</b>           |
| <b><u>Conceptual</u></b>  |                     |
| 1. <i>Planning, organisation, co-ordination and control</i>               |                     |
| - Doing administration work   | 3                   |
| - Delegating of non-academic responsibilities to staff                    | 1                   |
| 2. <i>Evaluation and record keeping</i>                                   |                     |
| - Co-ordinating examinations  | 6                   |
| - Organising appraisals   | 2                   |
| - Conducting research   | 2                   |
| - Teaching observation  | 1                   |
| - Records, papers, reports  | 1                   |
| 3. <i>Buildings, ground and plant</i>                                     |                     |
| - Looking after the language laboratory                                   | 2                   |
| <b>Total</b>  | <b>18</b>           |
| <b><u>Human Relations</u></b>   |                     |
| 1. <i>Motivation</i>  |                     |
| - Looking after career and guidance                                       | 1                   |
| - Organising social activities  | 1                   |
| - Looking after student passes  | 1                   |
| 2. <i>Inter-personal, intra-group and inter-group conflict resolution</i> |                     |
| - Dealing with staff  | 2                   |
| 3. <i>Communication</i>   |                     |
| - Meeting   | 1                   |
| <b>Total</b>  | <b>6</b>            |

### *Future tasks*

Table 6.31 shows that there are only 45 responses in total to this question. Of the 45 responses 29 indicated that in future heads of departments will be involved in tasks



**Table 6.31 Future Tasks of Heads of Departments**

| <b>Task Category</b>   | <b>Number of Responses</b>                                 |
|--|--|
| <u>Technical</u><br>1. <i>Academic curriculum</i><br>- Implementing curriculum/syllabus<br>- Doing fieldwork/projects<br>- Getting involved in new methods<br>- Doing academic work<br>- Organising remedial courses<br>2. <i>Resources</i><br>- Using wide use of computers and new technology<br>- Managing excess number of teaching staff<br>- Looking after the storage of materials<br>- Managing shortage of teaching staff<br>- Allocating resources | <br><br>8<br>4<br>3<br>1<br>1<br><br>6<br>3<br>1<br>1<br>1 |
| <b>Total</b>   | <b>29</b>  |
| <u>Conceptual</u><br>1. <i>Planning, organisation, co-ordination and control</i><br>- Doing administrative<br>- Restructuring the Department<br>2. <i>Evaluation and record keeping</i><br>- Doing staff appraisal<br>- Getting involved in supervision<br>- Evaluating programmes<br>- Checking exercise books<br>- Analysing examination results<br>3. <i>Buildings, ground and plant</i><br>- Getting involved in physical development                    | <br><br>2<br>1<br><br>3<br>2<br>1<br>1<br>1<br>1<br><br>2  |
| <b>Total</b>   | <b>13</b>  |
| <u>Human Relations</u><br>1. <i>Staff development</i><br>- Training of staff   | <br><br>2  |
| <b>Total</b>   | <b>2</b>   |
| <u>External</u><br>1. <i>Employers and external</i><br>- Establishing external relations   | <br><br>1  |
| <b>Total</b>   | <b>1</b>   |

relating to curriculum and syllabus. Such tasks are technical in nature. Their technical tasks will involve them in those tasks relating to fieldwork or specialised projects, new methods of teaching, general academic matters, remedial courses, use of computers and new technology, managing excess number of staff, storage of materials, shortage of teaching staff, and allocation of resources. The rest of their tasks, in order of priority, will be conceptual, human relations and external in nature.

Their conceptual tasks will include administration, restructuring of the department, appraisal, supervision, evaluation, checking students' exercise books, analysis of examination results, and physical development. Their human relations tasks will encompass staff training. Their external tasks will comprise external relations.

### **Selection of heads of departments**

The data presented include the procedures and criteria used to select the present heads of departments, and their opinion on whether or not their post should carry a special salary scale.

#### *Selection procedures and criteria*

In the majority of cases vacant posts of the present heads of departments were not advertised when they became vacant, and they were not interviewed for the job. As a result most did not know the exact criteria used to select them. Nevertheless they thought that some sort of criteria were probably used. Table 6.32 shows that about 90% of heads of departments indicated that their posts were not advertised when they became vacant, and nearly 24% pointed out that they were not interviewed or seen by administrators for the job. The rest did not answer the question. However, the majority of about 44% felt that they were selected because of the length of their teaching service. About 49% did not know whether or not they were selected because of their teaching ability. Nearly 47% had a feeling that they were selected because of their qualifications. The rest either did not know the criteria or did not answer the question.

**Table 6.32 Procedures and Criteria Used to Select Heads of Departments**

| Procedure and Criterion                               | Responses      |                |                |                 | Total |
|---|----------------|----------------|----------------|-----------------|-------|
|   | Yes            | No             | Don't Know     | Didn't Indicate |       |
| (1) The post was advertised when it became vacant     | 12             | 192<br>(90.1%) | 0              | 9               | 213   |
| (2) Interviewed for the job or seen by administrators | 21             | 51<br>(23.9%)  | 0              | 141             | 213   |
| (a) Selected because of length of teaching service    | 94<br>(44.1%)  | 23             | 83             | 13              | 213   |
| (b) Selected because of teaching ability              | 78             | 10             | 105<br>(49.2%) | 20              | 213   |
| (c) Selected because of qualifications                | 100<br>(46.9%) | 15             | 76             | 22              | 213   |

However, a number of heads of departments thought that there were other procedures and criteria used to select them. As shown in Table 6.33 some thought they were

**Table 6.33 Other Procedures and Criteria Used to Select Heads of Departments**

| No.          | Procedure and Criterion   | Number of Responses |
|--------------|---|---------------------|
| 1.           | Being the only person or one of the two persons in the department | 6                   |
| 2.           | Good record and relevant experience                               | 4                   |
| 3.           | Replacement of the former Head of Department                      | 3                   |
| 4.           | For being local   | 3                   |
| 5.           | Being bilingual   | 2                   |
| 6.           | Job rotation  | 2                   |
| 7.           | Capability  | 2                   |
| 8.           | Ability to get along with staff                                   | 1                   |
| 9.           | Had experience teaching 'A' Level classes                         | 1                   |
| 10.          | Trustworthy   | 1                   |
| 11.          | Co-operating with the administration                              | 1                   |
| 12.          | Longest serving member of the department                          | 1                   |
| 13.          | Attended an internal in-service training for one year             | 1                   |
| 14.          | Working experience in industry                                    | 1                   |
| 15.          | Appointed by the Principal  | 1                   |
| 16.          | Being responsible   | 1                   |
| 17.          | Principal's confidence in him                                     | 1                   |
| 18.          | Efficiency  | 1                   |
| <b>Total</b> | <b>18</b>   | <b>33</b>           |

selected because at the time of selection they were the only person or one of the two persons in the department. Others were selected because they had good records and relevant experience. A number were simply asked to replace their respective former heads of departments who either retired or were transferred elsewhere. Some felt it was because they were locals, bilingual, involved in job rotation exercises, and they had the capability. The rest ranged from “Ability to get along with staff” to “Efficiency”.

*Opinion of heads of departments on whether or not their post should carry a special salary scale*

The majority of heads of departments felt that their post should carry a special salary scale. Table 6.34 shows that such opinion recorded 191 responses, which was the highest number of responses. The main reason put forward by the heads of departments is that the job involves extra work and heavy responsibility. Others range from “To motivate, reward and give incentive, encourage others to work hard and compete to get the post, and boost morale” to “Any post should have a salary scale”. However, a minority thought that it should not carry a special salary scale. They felt like the senior masters/mistresses that heading a department is part of the job of being a teacher. Thus a special allowance would be more appropriate than a special salary scale.

**Table 6.34 Opinion of Heads of Departments on Whether or  
Not Their Post Should Carry a Special Salary Scale and the Reasons For Saying So**

| Opinion  | Reason   | Number of Responses |
|--|--|---------------------|
| (a) The post should carry a special salary scale     | 1. Extra work and heavy responsibility   | 108                 |
|  | 2. To motivate, reward and give incentive, encourage others to work hard and compete to get the post, and boost morale | 48                  |
|  | 3. To give recognition, status and authority to the job  | 9                   |
|  | 4. It is a challenging job   | 3                   |
|  | 5. Heads of Departments are professionals and should be trained professionally   | 2                   |
|  | 6. To attract the best candidates to the job   | 1                   |
|  | 7. Appropriate to the job  | 1                   |
|  | 8. They deserved it  | 1                   |
|  | 9. Any post should have a salary scale   | 1                   |
|  | [No Reason Given]  | 17                  |
| <b>Total</b>   | <b>16</b>  | <b>191</b>          |
| (b) The post should not carry a special salary scale | 1. An allowance would be more appropriate  | 6                   |
|  | 2. It is part of the job of being a teacher  | 6                   |
|  | 3. The present salary scale is just right  | 2                   |
|  | 4. It is suffice to reduce teaching load   | 2                   |
|  | 5. To gain experience  | 1                   |
|  | 6. Not much responsibility   | 1                   |
|  | 7. The Department is not fully functional  | 1                   |
|  | [No Reason Given]  | 12                  |
| <b>Total</b>   | <b>7</b>   | <b>31</b>           |
| (c) It depends                                       | 1. It would be appropriate if the job also involves full teaching load   | 1                   |
| <b>Total</b>   | <b>1</b>   | <b>1</b>            |
| Didn't Indicate                                      | 0  | 17                  |
| <b>Total</b>   | <b>0</b>   | <b>17</b>           |

### Training of heads of departments

The data presented include the number of heads of departments who had experienced pre-service and in-service training, training methods, training content, and the benefits of training.

*Number of heads of departments who had/had not  
experienced pre-service and in-service training*

The majority did not have any training at all. Table 6.35 shows that about 88% did not

have pre-service training. About 77% did not have in-service training. Nearly 71% did not have any training at all. However, only about 11% indicated that they had experienced some training before their appointment. Nearly 15% stated that they had some training since their appointment.

| Table 6.35 Number of Heads of Departments Who Had/Had Not Experienced Pre-Service and/or In-Service Training |           |     |                 |       |
|--|-----------|-----|-----------------|-------|
| Type of Training   | Responses |     |                 | Total |
|  | Yes       | No  | Didn't Indicate |       |
| a. Pre-Service   | 23        | 188 | 2               | 213   |
| b. In-Service  | 31        | 165 | 17              | 213   |
| c. No Training at All  | 151       | 45  | 17              | 213   |

*Pre-service and in-service training methods*

Most pre-service and in-service training was held in-school. As shown in Table 6.36, of the 23 who experienced pre-service training, 10 said that their pre-service training was conducted in-schools. Of the 31 who experienced in-service training, 18 stated that their in-service training was held in-school. The rest were conducted either out-of-school and a combination of in-school and out-of-school.

| Table 6.36 Pre-Service and In-Service Training Methods of Heads of Departments |               |               |                                  |       |
|--|---------------|---------------|----------------------------------|-------|
| Type of Training   | Methods       |               |                                  | Total |
|  | In-School     | Out-of-School | Both In-School and Out-of-School |       |
| a. Pre-Service   | 10<br>(43.4%) | 7             | 6                                | 23    |
| b. In-Service  | 18<br>(58.0%) | 9             | 4                                | 31    |

### *Pre-service training content*

Those who had experienced pre-service training maintained that the main content mostly involved staff management, which is human relation in nature. Table 6.37 shows that nearly 87% of the content of their training involved “Managing staff”. The rest, in order of priority, included “Subject renewal/up-dating”, “Evaluating the work of the department”, “Curriculum management”, “Timetabling” and “Dealing with outside agencies, for example, parents, Governors, Ministry officials”. The content involving curriculum, timetabling and subject renewal is classified under technical. That relating to evaluation is classified under conceptual. That involving staff management is categorised under human relations. That involving parents, Governors, officials from the Ministry and other outside agencies is classified under external. Full details of classification of training contents are in Appendix C (p.259).

**Table 6.37 Pre-Service Training Content of Heads of Departments**

| Content Category   | Responses     |    |                 | Total |
|--|---------------|----|-----------------|-------|
|  | Yes           | No | Didn't Indicate |       |
| 1. Curriculum management   | 18<br>(78.2%) | 1  | 4               | 23    |
| 2. Timetabling   | 14<br>(60.8%) | 4  | 5               | 23    |
| 3. Staff management  | 20<br>(86.9%) | 0  | 3               | 23    |
| 4. Subject renewal   | 19<br>(82.6%) | 0  | 4               | 23    |
| 5. Evaluating the work of a department   | 19<br>(82.6%) | 0  | 4               | 23    |
| 6. Dealing with outside agencies, for example, parents, Governors, officials from the Ministry | 14<br>(60.8%) | 3  | 6               | 23    |

Besides those contents mentioned above, there are others. Table 6.38 shows that they are mainly technical in nature. These include those relating to managing fieldwork activities, strategies for improving teaching and learning, and organising extra curricular activities. The rest are conceptual in nature. They include staff evaluation.

**Table 6.38 Other Pre-Service Training Content of Heads of Departments**

| <b>Content Category</b>                          | <b>Number of Responses</b> |
|--|----------------------------|
| <u>Technical</u>                                 |                            |
| 1. <i>Academic curriculum</i>                    |                            |
| - Managing fieldwork                             | 1                          |
| - Strategies for improving teaching and learning | 1                          |
| 2. <i>Pastoral curriculum</i>                    |                            |
| - Extra curricular activities                    | 1                          |
| <b>Total</b>                                     | <b>3</b>                   |
| <u>Conceptual</u>                                |                            |
| 1. <i>Evaluation and record keeping</i>          |                            |
| - Staff evaluation                               | 1                          |
| <b>Total</b>                                     | <b>1</b>                   |

### *In-service training content*

The main content of in-service training of heads of departments mainly involved evaluation, which is conceptual in nature. Table 6.39 shows that about 87% of the content of their training involved "Evaluation of the work of a department". The rest, in order of priority, included "Subject renewal/up-dating", "Curriculum management", "Managing staff", "Timetabling" and "Dealing with parents, Ministry officials".



**Table 6.39 In-service Training content of Heads of Departments**

| Content Category   | Responses     |    |                 | Total |
|--|---------------|----|-----------------|-------|
|  | Yes           | No | Didn't Indicate |       |
| 1. Curriculum management   | 19<br>(61.2%) | 5  | 7               | 31    |
| 2. Timetabling   | 10<br>(32.2%) | 13 | 8               | 31    |
| 3. Staff management  | 16<br>(51.6%) | 7  | 8               | 31    |
| 4. Subject renewal   | 20<br>(64.5%) | 6  | 5               | 31    |
| 5. Evaluating the work of a department   | 27<br>(87.0%) | 4  | 0               | 31    |
| 6. Dealing with outside agencies, for example, parents, Governors, officials from the Ministry | 9<br>(29.0%)  | 11 | 11              | 31    |

However, besides those mentioned above, there were others. Table 6.40 shows that these were mainly conceptual in nature. These included those relating to appraisal, examination analysis, duties of a principal, and word-processing. The rest were technical and external in nature. The technical content included strategies for improving teaching and learning, general academic activities, counselling and budgeting. The external content included relationships with the community.

**Table 6.40 Other In-Service Training Content of Heads of Departments**

| Content Category  | Number of Responses |
|---|---------------------|
| <u>Technical</u>  |                     |
| 1. <i>Academic curriculum</i>                               |                     |
| - Strategies for improving teaching and learning            | 1                   |
| - Academic activities                                       | 1                   |
| 2. <i>Ethos</i>   |                     |
| - Counselling   | 1                   |
| 3. <i>Resources</i>   |                     |
| - Budgeting   | 1                   |
| <b>Total</b>  | <b>4</b>            |
| <u>Conceptual</u>   |                     |
| 1. <i>Planning, organisation, co-ordination and control</i> |                     |
| - Duties of a principal                                     | 1                   |
| - Word-processing   | 1                   |
| 2. <i>Evaluation and record keeping</i>                     |                     |
| - Appraisal   | 3                   |
| - Examination analysis                                      | 1                   |
| <b>Total</b>  | <b>6</b>            |
| <u>External</u>   |                     |
| 1. <i>Parents and the general community</i>                 |                     |
| - Relationships with the community                          | 1                   |
| <b>Total</b>  | <b>1</b>            |

### *Benefits of pre-service and in-service training*

The majority who had experienced pre-service and in-service training indicated that they had benefited a lot from such training. Table 6.41 shows that there are 31 responses on the benefits of pre-service training, and 25 on in-service training. The main reason put forward was that both pre-service and in-service training improved the heads of departments' management skills.

**Table 6.41 Benefits of Pre-Service and In-Service Training of Heads of Departments**

| <b>Type of Training</b> | <b>Benefit</b>   | <b>Number of Responses</b> |
|-------------------------|--|----------------------------|
| <b>a. Pre-Service</b>   | 1. Improved management skills: time management, communication, planning, evaluation  | 15                         |
|                         | 2. Prepared to do the job  | 5                          |
|                         | 3. Improved teaching   | 3                          |
|                         | 4. Provided insight into relevant areas  | 2                          |
|                         | 5. Gained more experience  | 2                          |
|                         | 6. Helped in the implementation of curriculum  | 1                          |
|                         | 7. Helped in sharing of ideas  | 1                          |
|                         | 8. Up-dated  | 1                          |
|                         | 9. Gained more knowledge   | 1                          |
| <b>Total</b>            | <b>12</b>  | <b>31</b>                  |
| <b>b. In-Service</b>    | 1. Improved management skills: organisation of activities, staff assessment, staff development, communication, time management, resource management, | 11                         |
|                         | 2. Improved teaching   | 4                          |
|                         | 3. Gained more knowledge and experience  | 3                          |
|                         | 4. Exchange of ideas   | 2                          |
|                         | 5. Prepared to do the job  | 2                          |
|                         | 6. Up-dated  | 1                          |
|                         | 7. Able to adapt to new environment  | 1                          |
|                         | 8. Gained insights into aspects of education   | 1                          |
| <b>Total</b>            | <b>12</b>  | <b>25</b>                  |

### **Professional development needs of heads of departments**

The data presented include the present and future training needs of heads of departments as perceived by them.

#### *Present and future professional development needs*

The main training or professional development needs of heads of departments at present and in future are those involving resources which is technical in nature. Table 6.42 shows that a majority of about 85% indicated that they need training in “Management of departmental resources”. The rest, in order of priority, need training in “Motivating your colleagues”, “Subject renewal/up-dating”, “Staff appraisal”,

“Communicating with you colleagues”, “Supervising colleagues”, “Managing the curriculum”, “Handling conflicts”, “Counselling colleagues”, and “Dealing with parents, Governors, Ministry officials, other external agencies”. Those involving counselling, resources, curriculum, and subject are categorised under technical needs. Those involving appraisal and supervision are classified under conceptual needs. Those concerning communication, motivation and conflicts are categorised under human relations need. Those relating to parents, governments and other external agencies are classified under external needs. Full details of classification of needs are in Appendix C (p. 259).

**Table 6.42 Present and Future Professional Development Needs of Heads of Departments**

| Need Category  | Responses |    |                 | Total |
|--|-----------|----|-----------------|-------|
|  | Yes       | No | Didn't Indicate |       |
| 1. Communicating with your colleagues  | 163       | 37 | 13              | 213   |
| 2. Staff appraisal   | 176       | 25 | 12              | 213   |
| 3. Motivating your colleagues  | 178       | 23 | 12              | 213   |
| 4. Handling conflicts  | 158       | 39 | 16              | 213   |
| 5. Counselling colleagues  | 158       | 36 | 19              | 213   |
| 6. Supervising colleagues  | 161       | 34 | 18              | 213   |
| 7. Management of departmental resources  | 182       | 19 | 12              | 213   |
| 8. Managing the curriculum   | 159       | 33 | 21              | 213   |
| 9. Subject renewal/up-dating   | 177       | 23 | 13              | 213   |
| 10. Dealing with parents, Governors, Ministry officials, other external agencies | 147       | 46 | 20              | 213   |

However, besides those needs there are others. Table 6.43 shows that the other training needs of heads of departments are those which would be relevant and help them to up-grade and those relating to finance. Such needs are technical in nature. These attracted eight responses which was the largest. Their technical needs also include the use of the latest teaching aids, keeping inventory and rules and regulations pertaining to ordering of materials. The rest are conceptual and human relations in nature. Their conceptual needs include routine administration, use of computers in administration, management of information technology, and auditing procedures. Their human relations needs include organising social activities, organising staff development programmes, negotiation, psychology, and organising meetings.

**Table 6.43 Other Professional Development Needs of Heads of Departments**

| Need Category   | Number of Responses |
|---|---------------------|
| <u>Technical</u>  |                     |
| 1. <i>Academic curriculum</i>   |                     |
| - Academically relevant topics  | 3                   |
| - Use of latest teaching aids   | 1                   |
| 2. <i>Resources</i>   |                     |
| - Finance   | 2                   |
| - Procedure of ordering materials   | 1                   |
| - Keeping inventory   | 1                   |
| <b>Total</b>  | <b>8</b>            |
| <u>Conceptual</u>   |                     |
| 1. <i>Planning, organisation, co-ordination and control</i>               |                     |
| - Use of computers in administration                                      | 3                   |
| - Management of information technology                                    | 1                   |
| - Auditing procedures   | 1                   |
| - Administration  | 1                   |
| <b>Total</b>  | <b>6</b>            |
| <u>Human Relations</u>  |                     |
| 1. <i>Motivation</i>  |                     |
| - Organising social activities e.g. sports                                | 1                   |
| 2. <i>Staff development</i>   |                     |
| - Organising staff development programmes                                 | 1                   |
| 3. <i>Inter-personal, intra-group and inter-group conflict resolution</i> |                     |
| - Negotiations  | 1                   |
| - Psychology  | 1                   |
| 4. <i>Communication</i>   |                     |
| - Organising meetings   | 1                   |
| <b>Total</b>  | <b>5</b>            |

## Ways of meeting the needs

The data presented include the heads of departments' opinion on whether or not the Government should set up a national training centre to train them and other senior staff of schools, preferred methods of training, preferred trainers to train them, and additional information relating to the study.

### *Opinion of heads of departments on whether or not the Government should establish a national training centre*

The majority are of the opinion that a national training centre should be established by the government to train senior staff of schools including heads of departments.

**Table 6.44 Opinion of Heads of Departments on Whether or Not a National Training Centre Should be Established by the Government to Train Them and Other Senior Staff of Schools and the Reasons for Saying So**

| Opinion  | Reason   | Number of Responses |
|--|--|---------------------|
| (a) National training centre should be established     | 1. Up-grading and up-dating purposes: It disseminates skills, knowledge, etc., it provides support, development, training, resource centre, emphasises the importance of school administration | 95                  |
|  | 2. Improve effectiveness: Enables senior staff to do their job more effectively, motivates senior staff and improve education in general   | 59                  |
|  | 3. Preparation purposes: Prepares senior staff, useful as a selection centre   | 39                  |
|  | 4. Standardisation purposes: Identifies common problems, localised training, enables senior staff to collaborate and full implementation of the national education policy                      | 31                  |
|  | 5. Economic reasons: Reduce overseas training, enable senior staff to be trained cheaply, in large number, continuously and extensively  | 5                   |
|  | [No Reason Given]  | 33                  |
| <b>Total</b>   | <b>23</b>  | <b>262</b>          |
| (b) National training centre should not be established | 1. Use the existing institutions   | 4                   |
|  | 2. Training is unnecessary if the right senior staff are selected  | 2                   |
|  | 3. Training should be done in-school   | 2                   |
|  | 4. Training is unnecessary because the job is mostly common sense  | 1                   |
|  | 5. Centralised training is expensive   | 1                   |
|  | 6. It will have no effects on teaching effectiveness   | 1                   |
|  | [No Reason Given]  | 3                   |
| <b>Total</b>   | <b>6</b>   | <b>14</b>           |
| Didn't Indicate  | [No Reason Given]  | 11                  |
| <b>Total</b>   | <b>0</b>   | <b>11</b>           |

As shown in Table 6.44 such opinion recorded 262 responses which was the largest number of responses. The main reason put forward is that it would provide up-grading and up-dating opportunities for senior staff. The rest range from “Improve effectiveness” to “Economic reasons”. However, a minority of heads of departments are of the opinion that the establishment of such a centre is not necessary. They reasoned that any one of the existing educational and training institutions could be turned into such a centre.

### *Methods of training preferred*

The most preferred method of training is external courses, while the least preferred is distance teaching. Table 6.45 shows that a majority of nearly 85% prefer “Attending external courses with other heads of departments”, while only about 58% prefer “Participation in distance teaching programmes”. The rest prefer “Coaching from senior staff” and “In-school training”.

**Table 6.45 Methods of Training Preferred by Heads of Departments**

| Methods of Training Preferred                                 | Responses      |    |                 | Total |
|---|----------------|----|-----------------|-------|
|   | Yes            | No | Didn't Indicate |       |
| <u>External Courses</u>                                       |                |    |                 |       |
| 1. Attending external courses with other heads of departments | 181<br>(84.9%) | 17 | 15              | 213   |
| 2. Participation in distance teaching programmes              | 124<br>(58.2%) | 57 | 32              | 213   |
| <u>Internal Courses</u>                                       |                |    |                 |       |
| 3. Coaching from senior staff                                 | 151            | 34 | 28              | 213   |
| 4. In-school training   | 142            | 35 | 36              | 213   |

However, besides those methods mentioned above there are others. Most are external in nature. Table 6.46 shows that among others these include attending seminars and workshops, visiting successful schools - local or overseas, peer evaluation, central training and advice, in-service training at the local university, and distance teaching followed by residential study blocks.

**Table 6.46 Other Methods of Training Preferred by Heads of Departments**

| Other Methods of Training Preferred                      | Number of Responses |
|--|---------------------|
| 1. Attending seminars, workshops                         | 4                   |
| 2. Visiting successful school                            | 2                   |
| 3. Peer evaluation                                       | 1                   |
| 4. Central training and advice                           | 1                   |
| 5. In-service conducted at the university                | 1                   |
| 6. Distance teaching followed by residential study block | 1                   |
| <b>Total</b>   | <b>10</b>           |

### *Trainers preferred*

The most preferred trainers are principals and deputy principals, while the least preferred are people from commerce and industry. Table 6.47 shows that about 82% prefer “Experienced school principals/deputies”. The rest, in order of priority, prefer “Academic staff from the University”, “Senior Officials from the Ministry of Education”, “Inspectors of schools” and “People from commerce and industry”.



**Table 6.47 Trainers Preferred by Heads of Departments**

| Type of Trainers                                   | Responses      |    |                 | Total |
|--|----------------|----|-----------------|-------|
|  | Yes            | No | Didn't Indicate |       |
| 1. Senior officials from the Ministry of Education | 153            | 31 | 29              | 213   |
| 2. Academic staff from the University              | 155            | 27 | 31              | 213   |
| 3. Inspectors of schools                           | 147            | 33 | 33              | 213   |
| 4. Experienced school principals/deputies          | 175<br>(82.1%) | 19 | 19              | 213   |
| 5. People from commerce and industry               | 91             | 73 | 49              | 213   |

However, there are other trainers preferred. These are shown in Table 6.48. They include local or overseas experts in relevant fields, experienced heads of departments, officials from the Ministry of Religious Affairs and suppliers of school materials.

**Table 6.48 Other Trainers Preferred by Heads of Departments**

| Type of Trainers                                    | Number of Responses |
|---|---------------------|
| 1. Local and overseas experts in relevant fields    | 14                  |
| 2. Experienced heads of departments                 | 5                   |
| 3. Supplies of school materials                     | 1                   |
| 4. Officials from the Ministry of Religious Affairs | 1                   |
| <b>Total</b>  | <b>21</b>           |

### **Additional information from heads of departments**

There were only 27 responses in total. Most of the responses had been covered in the questionnaires. The responses were grouped under three headings. In order of priority

**Table 6.49 Additional Information from Heads of Departments**

| <b>Additional Information and Suggestions</b>   | <b>Number of Responses</b> |
|---|----------------------------|
| <u>Tasks</u>  |                            |
| 1. Heads of departments should be given individual rooms in order for them to carry out their work with less interruption and with some privacy             | 2                          |
| 2. Teaching load should be reduced in order to carry out managerial tasks more effectively  | 2                          |
| 3. They should be given more responsibilities with regard to appointment of staff, promotions, curriculum, and purchases                                    | 1                          |
| <b>Total</b>  | <b>5</b>                   |
| <u>Selection</u>  |                            |
| 1. Heads of departments should be rewarded with better salary scale and recognition for performing the tasks  | 6                          |
| 2. Experience - eight years teaching experience - should be the main criteria to select heads of departments besides qualifications and personal attributes | 2                          |
| 3. Let the locals learn from experienced expatriates  | 1                          |
| 4. They should be selected properly   | 1                          |
| <b>Total</b>  | <b>10</b>                  |
| <u>Training</u>   |                            |
| 1. Training for the post is the most urgent   | 6                          |
| 2. The post should be rotated among members within the department once in three years   | 2                          |
| 3. Heads of departments throughout the state should meet once a year to discuss common problems and solutions   | 1                          |
| 4. Within each school they, together with other senior staff, should also meet once a week to discuss school matters  | 1                          |
| 5. Relevant experts should be called to address problems during such meetings   | 1                          |
| 6. National training centre should be established as soon as possible to train senior staff   | 1                          |
| <b>Total</b>  | <b>12</b>                  |

they include training, selection and tasks. As shown in Table 6.49 the emphasis of their suggestions and comments is on training. Only those suggestions not covered in the questionnaires will be highlighted. They suggested that the post should be rotated among members of the department once every three years. They should meet annually to discuss common problems and share common solutions, and within each school they should meet to discuss problems with other members of senior staff. Local heads of departments should learn from their expatriate counterparts who are more

experienced. They should be given individual rooms so that they can work with little interruption and with some privacy. Their teaching load should be reduced in order for them to carry out their duties more effectively. They should be given more responsibilities with regard to the appointment of staff within the department, staff promotions, curriculum and purchase of materials.

### **Conclusion**

The data suggest that the level of experience of heads of departments of secondary schools in Brunei Darussalam is high. This is reflected in various aspects of their experience. Among others they are highly qualified, because the majority have both degrees and teaching qualifications. They had more than three years' teaching experience before first becoming a head of department. They are experienced heads of departments, because the majority have been in their posts for more than three years. However, the data also suggest that the level of the tasks they perform is low, because their main tasks are those relating to teaching which is classified under technical tasks. The level of their training needs is also low, because they involve resources which are technical in nature. Thus the level of their tasks and the level of their training needs are inter-linked. But the levels of these two are not inter-linked with the level of their experience.

In order to improve the professional development of senior staff of secondary schools in Brunei Darussalam, the heads of departments suggest that their post should carry a special salary scale. This is because of the extra work. A national training centre

should be established by the Government to train senior staff of schools. Training should be held off-school, and experienced principals should be used to train them. In addition they suggest that all senior staff should be trained. Experience should be the main criterion for selection. Their teaching load should be reduced in order for them to do their job more effectively, and they should be given their own room to work in.

The findings of this chapter and the previous two chapters will be discussed in the next chapter.

# **CHAPTER 7**

## **DISCUSSION OF RESEARCH FINDINGS**

### **Introduction**

This chapter examines and analyses the findings of the data presented in Chapters 4, 5 and 6. The focus here is on the existing professional development programme of senior staff of secondary schools in Brunei Darussalam in the light of contemporary policy and practice and the international literature focusing on both the developed and developing countries reviewed in Chapter 2. The recommendations of the study for the proposing ways of improving the professional development of senior staff of secondary schools in Brunei Darussalam are drawn out and explored more fully in the concluding chapter. The analysis here is therefore developed around the specific themes of the research questions. These are:

- the experience (derived from the personal details) of senior staff;
- the tasks of senior staff;
- the selection of senior staff;
- the training of senior staff;
- the training or professional development needs of senior staff; and
- the ways of meeting the needs.

The primary aim of asking the questions above is that besides seeking information on the six major aspects of professional development, it seeks also to find out the levels, and whether or not they are inter-linked. The information would also reveal whether or not the professional development needs of senior staff of secondary schools in Brunei Darussalam can be based on their experience and the tasks they perform.

Given the available time and resources, and the research methodology used, the following are the main findings of the study:

### **Personal details (experience) of senior staff**

The literature suggests that the training or professional development needs of the senior staff to be developed should be based on their experience. This is because senior staff with certain levels of experience normally require certain levels of needs. The higher the level of experience, the higher the level of needs and vice versa (Daresh and Playko, 1994). Thus the levels of their experience should be compatible or inter-linked with the levels of their needs in order for them to be developed. Information on personal details from which “experience” is derived includes gender, age, qualifications, experience in teaching or education service before first becoming senior staff, the number of the present posts held so far, and experience in the post at the present school.

## *Gender*

The data reveal that males dominate most senior positions in secondary schools in Brunei Darussalam. This is more so among the principals, where more than three quarters are males. This is consistent with the situation in other countries discussed in Chapter 2. In the developed countries like the United States of America (Veir, Ryan and Groce, 1993), Australia (Ehrich, 1994), and England and Wales (Weindling and Earley, 1987) more males are promoted to senior positions than females. The situation is the same in the developing countries including Papua New Guinea (Maha, 1993), South Africa (Tsukudu and Taylor, 1995), and Zambia (Mebrahtu *et al.*, 1996).

The data also show that the situation is less so among the other three groups of senior staff. Amongst the heads of departments, for example, the number of females is nearly equal to that of males. Amongst the senior masters/mistresses and the deputy principals, the number of males is just over half of that of females.

The main reason for more males than females in senior positions in secondary schools in Brunei Darussalam may perhaps be attributed to the state's demography which shows that the number of females is increasing faster than males. The census year of 1981 shows that about 53% of the total population were males (Brunei Darussalam, 1990). Five years later it was estimated that male population was reduced to just over 52% (Brunei Darussalam, 1990). The latest estimated figure shows that the percentage remains the same at 52% (Brunei Darussalam, 1990). Another factor is that even

though the first school established in Brunei was in 1914 (State of Brunei, 1915), girls only started to attend schools in 1930 (State of Brunei, 1931). It can be argued that there is still some prejudice against females. This is consistent with the case of female senior staff in other developed and developing countries. In the United States of America it is alleged that selection of senior staff is gender biased (McCurdy, 1983; Veir, Ryan and Groce, 1993). In Sweden (Stego *et al.*, 1986) and Japan (Arai *et al.*, 1986) males are simply more favoured than females in the selection of staff to senior positions in educational establishments. In Papua New Guinea appointment of females to senior positions is influenced by the society's belief that "a woman's place is at home" (Maha, 1993).

### *Age*

The data also show that except for the principals, most of whom are over 40 years of age, the other three groups of senior staff are below 40. Based on the definition of "experienced" in this study, discussed in Chapter 2, the majority of senior staff of secondary schools in Brunei Darussalam are considered inexperienced as far as age is concerned. This is consistent with the age ranges of senior staff in some of the developed countries. In Sweden the average age is between 29 and 50 (Ekholm, 1983). In England and Wales it is between 32 and 45 (Lawley, 1988). In France the majority are less than 30 (Care and Lafond, 1986). However, it is in contrast to the age ranges of senior staff in some of the developing countries. In Barbados most senior staff are over 40 (Newton, 1993). In Papua New Guinea the majority of senior staff are less than 50 (Maha, 1993).



In Eastern and African cultures age has a very great influence in leadership appointments. This is because age is considered as a virtue. Older persons are more respected than younger ones. That perhaps explains the reason why senior staff in Papua New Guinea, Barbados and even Japan - which is one of the industrialised countries in the world - are much older. In Japan senior positions require applicants to have at least 20 years teaching experience (Arai *et al.*, 1986). However, this does not seem to be the case with the senior staff of secondary schools in Brunei Darussalam. It is difficult to know the exact reason. Nevertheless it can be argued that since the number of young graduates joining the teaching profession has increased, more younger teachers are promoted to senior positions. The increase was boosted by the establishment of the University of Brunei Darussalam in 1985. Since 1989 the university has been producing over 100 graduate teachers annually (University of Brunei Darussalam, 1995). For a small country like Brunei Darussalam with a small population producing such a number of graduates annually has wider implications. One of the implications is that more and more teachers are now degree holders.

### *Qualifications*

The data disclose that senior staff of secondary schools in Brunei Darussalam are highly qualified. As discussed above, this is because the majority possess both degrees and teaching qualifications. Amongst the four groups of senior staff, the most highly qualified are the principals. Nearly 83% have both degrees and teaching qualifications. They are followed by the deputy principals, the senior masters/mistresses, and the

heads of departments. About 77% of the deputy principals, nearly 74% of the senior masters/mistresses, and about 56% of the heads of departments have both degrees and teaching qualifications respectively. The literature suggests that similar situations exist in other countries particularly in the developed countries. In England and Wales, for example, senior staff are required to have both academic and teaching qualifications in order to be appointed to their positions (Morgan, Hall and Mackay, 1983; Weindling and Earley, 1987). So too in many other European countries (Hopes, 1986). However, the situation is different in some developing countries. However, in most developing countries like India teaching qualifications are sufficient qualifications for senior staff positions (Sapra, 1991). The same also seems to apply to senior staff in Papua New Guinea (Maha, 1993). As a result many senior staff in Papua New Guinea are not degree holders (Maha, 1993). However, in certain countries academic and teaching qualifications are not enough. In the United States of America and Canada, for example, besides degrees and teaching qualifications, those with accredited courses in school management and administration are preferred to those without (Hopes, 1986; Rutherford, Murphy, and Hord, 1986).

It is not possible to know the exact reason why the large number of senior staff of secondary schools in Brunei Darussalam have both degrees and teaching qualifications. Nevertheless it can be argued that since more and more degree holders with teaching qualifications are joining the teaching profession, it is inevitable that more and more are promoted to senior positions. As mentioned earlier, the rate the University of Brunei Darussalam is producing graduate teachers annually, it will not be a surprise in future that all senior staff, indeed all teachers, are degree holders.

### *Experience in teaching or education service*

The data demonstrate that the overwhelming majority of senior staff are very experienced teachers or educationists before being appointed to their present positions. According to Weindling and Earley (1987) “experienced” here means that the incumbents must have at least three years’ experience on the job. Amongst the four groups, the most experienced teachers are the principals. They are followed by the deputy principals, the senior masters/mistresses and the heads of departments. This is consistent with senior staff in other countries where aspiring senior staff are expected to have minimum teaching experience before being appointed to senior positions. In Australia (Carlson, 1979), Italy (Hopes, 1986), Nigeria (Olatunji, 1991) and India (Sapra, 1991), for example, some years of teaching experience is required before candidates are eligible for appointment to senior positions. In France the minimum teaching experience for senior positions is five years (Care and Lafond, 1986). In Japan one must have more than 20 years’ experience to become a principal (Arai *et al.*, 1986).

Again it is difficult to know the exact reason why most senior staff of secondary schools in Brunei Darussalam are experienced teachers. However, it can be argued that movements from teaching posts to senior posts is a little slow as there are only 29 secondary schools in the country. Moreover in many schools the number of senior posts is being reduced. As shown in Appendix I (p. 280-283), in some schools, there are no heads of departments and/or senior masters/mistresses. These tasks are spread among members of the senior staff teams. In the past, most state secondary schools

used to have two deputy principals - one for administration and the other for academic affairs. However, at present most of the same schools make do with only one deputy.

*Number of the present senior staff posts held so far*

The data also show the majority of senior staff are on their first appointment in their respective posts. Nearly 70% of deputy principals are on their first appointment. They are followed by the heads of departments and senior masters/mistresses. In contrast nearly half of the principals are on their second or further appointment. Perhaps this can be attributed to the fact that some senior staff tend to be promoted vertically rather than horizontally either at the same school or to another. As evidenced by the data a minority of senior staff are promoted horizontally rather than vertically. This is because some are on their second and further appointment at the same level. This is particularly true at the principal level. Horizontal promotions normally take place when senior staff are transferred from one school to another. There are various reasons for the transfer. Some may be personal, while others may have something to do with their career. Horizontal promotions can also take place if a job is rotated among senior staff. But job rotation is not an official policy. It is more like an exercise. So not many schools practise job rotation in Brunei Darussalam, if any.

Nothing much is mentioned in the literature regarding the comparison between the number of those senior staff who have one appointment with those who have more than one appointment. As a result it is difficult to make an international comparison

with that of the senior staff of secondary schools in Brunei Darussalam.

### *Experience in the post at the present school*

The data also show that over half of senior staff across all the four groups are experienced senior staff . This is due to the fact that a majority have at least three or more years of experience on the job. However, the most experienced among the four groups are the principals, followed by the senior masters/mistresses, deputy principals and heads of departments respectively. The reason for this is more or less similar to the reason why there are more first time senior staff as discussed earlier.

Nothing much is mentioned in the literature regarding the comparison between the number of those senior staff who are experienced and those who are inexperienced in the post at the same school in other countries. Thus it is difficult to make an international comparison.

The findings on personal details of senior staff are summarised in Table 7.1 below.

**Table 7.1 Findings on the Personal Details of Senior Staff**

| <b>Personal Details of Senior Staff</b> |                   |                     |  |   |  |   |
|---|-------------------|---------------------|--|---|--|---|
| <b>Senior Staff</b>                     | <b>Gender</b>     | <b>Age</b>          | <b>Qualifications</b>                  | <b>Experience in Teaching/ Education Service Before First Appointed to the Present Position</b> | <b>Number of the Present Posts Held So Far</b> | <b>Experience on the Post at the Present School</b> |
| <b>Principals</b>                       | <u>Male</u> : 83% | <u>&gt;40</u> : 76% | <u>Both Degrees and Teaching</u> : 83% | <u>≥3</u> : 97%   | <u>1</u> : 55%                                 | <u>&gt;3 Years</u> : 62%                            |
| <b>Deputy Principals</b>                | <u>Male</u> : 61% | <u>&lt;40</u> : 52% | <u>Both Degrees and Teaching</u> : 77% | <u>≥3</u> : 94%   | <u>1</u> : 68%                                 | <u>&gt;3 Years</u> : 55%                            |
| <b>Senior Masters/ Mistresses</b>       | <u>Male</u> : 62% | <u>&lt;40</u> : 67% | <u>Both Degrees and Teaching</u> : 74% | <u>≥3</u> : 90%   | <u>1</u> : 59%                                 | <u>&gt;3 Years</u> : 56%                            |
| <b>Heads of Departments</b>             | <u>Male</u> : 52% | <u>&lt;40</u> : 51% | <u>Both Degrees and Teaching</u> : 56% | <u>≥3</u> : 84%   | <u>1</u> : 60%                                 | <u>&gt;3 Years</u> : 51%                            |

In general the level of experience of the senior staff is high. This is particularly true in relation to their qualifications, teaching experience, and experience in the post. But low in terms of age and the number of the present senior posts held so far. The level of gender proportion is also low.

### **Tasks of senior staff**

The discussion here is centred on the present and future tasks of senior staff, and the levels of the tasks.

#### *Present main tasks*

The data reveal that among the four categories of tasks, the main tasks performed by senior staff at present are technical in nature. However, different groups of senior staff performed different technical tasks. The technical tasks are divided into two categories and between two groups of senior staff. The principals and the heads of departments' job revolves around the "academic curriculum", while that of the deputy principals and the senior masters/mistresses' job focuses on "ethos". The principals' main job is making sure that teaching and learning take place. This is reconfirmed by the non-senior staff respondents who also perceived the same tasks for the principals. The heads of departments' primary task is teaching. Both the deputy principals and the senior masters/mistresses' have exactly the same job, namely, maintaining and enforcing staff and students' discipline. The data show that the type or level of tasks senior staff of secondary schools in Brunei Darussalam perform at present are

described by the literature as low level tasks. This is contrary to what is happening in other countries. In many countries, the main tasks of senior staff have changed over the years from mainly educational to mainly managerial. This is particularly true in the developed countries like England and Wales (West and Ainscow, 1991; Evetts, 1994), Northern Ireland (McHugh and McMullan, 1995), and the United States of America (Murphy and Hallinger, 1987; Jacobson, 1991). The same seems to be true in some developing countries like Barbados (Newton, 1993) and Kenya (Mururu, 1990).

It is difficult to know the real reason why senior staff of secondary schools in Brunei Darussalam perform low level tasks. So far there is no research which looks into this problem. However, it can be argued that this phenomenon can be attributed to the centralised education system. The present practice is that major aspects of education including the curriculum, the examination system, personnel, finance, and resources are centralised. This is particularly true in state schools. As a result very little room is left for creativeness or innovativeness among senior staff. But this is not the case in Malta another small developing country like Brunei Darussalam, which practises a highly centralised system. A recent study conducted in Malta suggests that even within such a system a measure of professional discretion remains possible at the level of the individual school (Fenech, 1994).

There is a body of literature which focuses on changes of senior staff's tasks. The literature suggests that changes are influenced by political, economic, and social events. In the United Kingdom such changes are influenced by Acts of Parliament. Some of the changes involve the management of schools, the curriculum, and how

the school is funded (McHugh and McMullan, 1995; West and Ainscow, 1991). In many developing countries changes to the role are brought about by changes of a country's status, for instance, from a colonised to an independent status. As was noted earlier, in Kenya before independence the tasks were mainly autocratic and pastoral in nature. But after independence the tasks are democratic and both managerial and educational in nature (Mururu, 1990). Brunei Darussalam gained her independence in 1984 and secondary education was established in 1953 (State of Brunei, 1952). Yet the tasks still remain the same.

### *Future tasks*

The data disclose that, except for the senior masters/mistresses, in future, most senior staff will still be involved in technical tasks. The technical tasks of the principals will be those involving organising the new prescribed curriculum. This is, however, contradicted by the non-senior staff respondents who predict that in future the principals will be more involved in the use of new technology in teaching and learning. The technical tasks of the heads of departments will be those relating to the implementation of the new curriculum. Only the senior masters predict that their tasks in future will be different from their present tasks. They predict that in future they will be more involved in human relations tasks, particularly those involving staff development. These will include developing resource centres, mentor systems, and induction programmes.

The data also reveal that the future tasks of senior staff will still be low level. This is



contrary to what is happening in other countries where, as discussed above, the tasks have changed from educational to managerial. The reason for this situation to occur is not known. I would anticipate that the tasks of senior staff of secondary schools in Brunei Darussalam will change in the future, perhaps not as dramatically as in some of the developed countries but more like the Kenyan experience where the job still entails educational besides managerial tasks. But the data suggest otherwise.

The also data reveal that no senior staff are engaged in tasks involving “goal identification” and “staff deployment”. I would expect them to say something about their involvement in tasks relating to those two tasks during the long interviews with the principals and in the diaries kept by the deputy principals. In addition to those two tasks, the principals are also not involved in tasks relating to “employers and external”. The non-senior staff respondents also perceived that principals are not involved in those two tasks as well as in “communication” and “accountability to Governors and the education authority”. One of the reasons for the principals and the deputy principals not being involved in these tasks is again perhaps of the nature of the centralised system of Bruneian education. These tasks are probably carried out by the relevant officers at the Ministry of Education and the Ministry of Religious Affairs, and in the case of private schools, by the respective members of the Boards of Governors.

The findings on the present and future tasks of senior staff are summarised in Table 7.2 below.

**Table 7.2 Findings on the Tasks of Senior Staff**

| Senior Staff                 | Present Tasks  | Future Tasks  |
|------------------------------|--|---|
| 1. Principals                | Technical (73 Responses) - Academic curriculum: <i>Teaching and learning</i> | Technical (19 Responses) - Academic curriculum: <i>Organising new curriculum, courses, subjects</i>                           |
| 2. Deputy Principals         | Technical (101 Responses) - Ethos: <i>Maintaining discipline</i>             | —   |
| 3. Senior Masters/Mistresses | Technical (39%) - Ethos: <i>Maintaining discipline</i>                       | Human Relations (4 Responses) - Staff development: <i>Developing resource centre, mentor system, and induction programmes</i> |
| 4. Heads of Departments      | Technical (78%) - Academic curriculum: <i>Teaching</i>                       | Technical (Responses) - Academic curriculum: <i>Curriculum, syllabus</i>  |

The data indicate that all across the four groups of senior staff the level of the tasks performed is low. This is reconfirmed by the data derived from the non-senior staff respondents.

### **Selection of senior staff**

The discussion is centred on the procedures and criteria of selection, and the respondents' opinion on whether or not the senior staff's posts should carry a special salary scale.

#### *Selection procedures and criteria*

The data suggest that in the majority of cases vacant posts of the present senior staff were not advertised when they became vacant. Between 86% to 90% of the senior staff's posts were not advertised when these became vacant. More than half indicated

that they were not interviewed for the job, while others did not indicate at all. The majority did not know the exact criteria used to select them. This is reconfirmed by the non-senior staff respondents who made similar observations with regard to the principals' selection. They added that this is particularly true in state schools rather than in private schools. The practice is consistent with the one in some smaller developing countries. In Cameroon, for example, vacant posts are never advertised and appointments are carried out without prior knowledge of the appointees (Yinkfu, 1990), and therefore the criteria used for selection are not known. However, in other developing countries like India (Sapra, 1991), Botswana (Thapa, 1993) or Papua New Guinea (Maha, 1993) vacant posts are advertised, candidates are interviewed, and criteria are made known. This is the standard practice in the developed countries like England and Wales (Bolam, 1991b) or Canada (Leithwood and Begley, 1986).

It is difficult to know why vacant posts of senior staff of secondary schools in Brunei Darussalam are not advertised and candidates are not interviewed then and even now. Nevertheless it can be argued that because of the small size of Brunei Darussalam and the small number of secondary schools, and the fact that senior posts do not carry special salary scales, it is possible that there are not enough candidates to fill the posts. This is the precise experience of one principal (P26). His post was advertised when it became vacant. But the response was poor. As a result he was appointed without even applying. However, since November 1993, vacant posts of deputy principals have been advertised, the criteria have been made known, and the post carries a special salary scale (Please see Appendix J pp. 284-288 Ministry of

Education Memorandum KP/DS/50 Dated 9 November 1993). It would be interesting to know how successful it is and whether or not it is going to be extended to other senior staff posts.

### *Special salary scale*

None of the four groups of the senior staff posts carry any special scales. It is not surprising when the data disclose that the overwhelming majority of senior staff and other respondents felt that the posts should carry a special salary scale. The main reason put forward by the principals is that the job involved “heavy responsibility”. For the senior masters/mistresses and heads of departments the job entails “extra work”. This is endorsed by the non-senior staff respondents who maintained that senior staff should be “rewarded” accordingly. As indicated earlier it is not possible to know why posts of senior staff of secondary schools in Brunei Darussalam do not carry special salary scales. Nevertheless it is contrary to the practice in other countries. In the United States of America the salary scales of school administrators are higher than that of school teachers (Hanson, 1979). In England and Wales those holding responsibility posts are paid additional salary rewards (Bolam, 1991a). In England and Wales senior staff are paid more because they work longer hours, they have heavy responsibility, they have to live with a greater weight of ambiguity (Taylor, 1976). So too in Papua New Guinea, where the salary level of senior staff is determined by the enrolment and the level of the school. The larger the enrolment and the higher the school level the higher the principal salary level (Maha, 1993).

As suggested by the literature, except for the deputy principals, the levels of selection procedure, selection criteria, and salary scale of the other three groups of senior staff is low.

**Table 7.3 Findings on the Selection of Senior Staff**

| Aspects of Selection                                     | Responses                  |
|--|----------------------------|
| <u>Selection Procedures</u>                              |                            |
| 1. Vacant posts were advertised when these became vacant | No                         |
| 2. Candidates were interviewed for the job               | No                         |
| <u>Criteria</u>  |                            |
| 1. Selected because of teaching service                  | Don't Know/Didn't Indicate |
| 2. Selected because of teaching ability                  | Don't Know/Didn't Indicate |
| 3. Selected because of qualifications                    | Don't know/Didn't Indicate |
| <u>Special Salary Scale</u>                              |                            |
| 1. Yes   | Yes                        |
| 2. No  | —                          |

The level of selection procedures and the level of selection criteria are low, because their posts were not advertised when they became vacant, candidates were not interviewed for the job, and criteria for selection were not made known. The level of salary scale is also low, because the posts have no special salary scale.

### **Training of senior staff**

The discussion under training revolves around three issues. These are pre-service and in-service training experience, training venues or methods, training content, and training benefits.

#### *Pre-service and in-service training experience*

The data disclose that except for the principals the vast majority of senior staff of

secondary schools in Brunei Darussalam did not have training at all either pre-service or in-service. This is consistent with some senior staff particularly in the developing countries. In some Commonwealth African countries (Commonwealth Secretariat, 1993) and Papua New Guinea (Maha, 1993), for example, pre-service training is almost non-existent. Such training is provided in the form of "patchwork courses". It is informal, unstructured, and the policy on professional development is unclear in South Africa (Mashinini and Smith, 1995; Tsukudu and Taylor, 1995), in Zambia (Mebrahtu *et al.*, 1966), and in the Caribbean (Rodwell and Hurst, 1985). However, pre-service training is beginning to be organised more systematically in other developing countries like Kenya with the establishment of the Kenya Education Staff Institute in 1978 (Dadey and Harber, 1991), in Malaysia with the establishment of the National Institute of Educational Management (Chew, 1986), in the South Pacific (Velayutham, 1991), and in Nigeria (Olatunji, 1991). But training programmes are more established in the developed countries like England and Wales (Bolam, 1986), Sweden (Taylor, 1986), the Netherlands (Gielen, 1986), and the United States of America (Daresh and Playko, 1994) than in the developing countries. Nevertheless training, particularly pre-service, is sometimes non-existent even in some developed countries. In some parts of Canada, for example, such as Toronto, some School Boards do not require pre-service training for their senior staff of schools (Leithwood and Begley, 1986). The same seems to be true in Spain (Immegart and Pascual, 1994).

Again it is very difficult to know precisely why the majority of senior staff of secondary schools in Brunei Darussalam are untrained. However, there is strong evidence to suggest that most senior staff at present are appointed to their respective

positions because they are good teachers. This is evidenced by their qualifications and teaching experience reflected by the information on their personal details. The relevant education authority is probably of the opinion that good teachers make good managers and administrators. Thus selection exercises are considered a waste of time and resources. This is the practice in some countries in Africa (Dadey and Haber, 1991). However, this is no longer acceptable because of the complexity of the job (Williams, 1988) and changes in the global economy (Michael, Holdaway and Young, 1994).

### *Methods of training*

The data demonstrate that those Bruneian senior staff who had experienced some form of training indicated that most of their pre-service training was conducted in-school, while their in-service was out-of-school. This is consistent with some countries, but contrary to others. In some countries, such as, Nigeria pre-service training is also held in-school in the form of experience as a teacher (Olatunji, 1991). In other parts of the world like some parts of Australia courses are held out-of school for aspiring principals (Johnson, 1993). But normally pre-service training is held by combining in-school and out-of-school methods as is the case of senior staff in Japan (Hopes, 1986), for example. In-service training is also provided out-of-school in some countries like England and Wales for experienced senior staff (Bolam, 1986), Commonwealth African countries for serving school leaders (Dadey and Harber, 1991), and South Africa for serving senior staff (Tsukudu and Taylor, 1995). In other countries it is provided by combining in-school and out-of-school activities for principals in Canada (Leithwood and Begley, 1986) and for serving heads in Sweden (Taylor, 1986).

### *Training content*

The data reveal that the pre-service training content of those who experienced such training indicated that it consisted of “routine administration” for the principals, “guidance” for the senior masters/mistress, and “staff management” for the heads of departments. Except for “routine administration” which is classified under conceptual, the other two “guidance” and “staff management” are classified as human relations. These two are contrary to the training content of senior staff in other countries. In Canada (Leithwood and Begley, 1986) and some Commonwealth African countries (Dadey and Harber, 1991) the pre-service training content of the senior staff normally consists of those practical aspects urgently required by newly appointed senior staff. The Bruneian data also reveal that the in-service training content is comprised of “leadership” for the principals, once again “guidance” for the senior masters/mistresses, and “evaluation” for the heads of departments. Except for “evaluation”, which is conceptual in nature, “leadership” and “guidance” are also human relations in nature. This is consistent with the in-service training content of senior staff in other countries. In Sweden, for example, “leadership” or “leadership styles” is part of the in-service training content of the senior staff in Sweden (Taylor, 1986) and Canada (Leithwood and Begley, 1986). Again it is difficult to know precisely why the training content of both pre-service and in-service of senior staff of secondary schools in Brunei Darussalam is mainly human relations in nature, while the tasks they perform, namely, teaching and maintaining discipline, are technical in nature. The two do not seem to be compatible with one another.



### *Benefits of training*

Those who had experienced some training admitted that training was useful, because it improved their management skills. This is consistent with the experience of senior staff of secondary schools in other countries. In Canada, for example, pre-service training helps senior staff to be prepared for the job (Leithwood and Begley, 1986). In the Caribbean, for instance, in-service training is considered useful in dealing with specific problems (Rodwell and Hurst, 1985).

The findings on the training experience of senior staff are summarised in Table 7.3 below.

**Table 7.4 Findings on the Training of Senior Staff**

| Senior Staff                  | Training Experience |      |                   |      | Training Method    |      |                   |     | Training Content      |                   | Training Benefits               |                                |
|-------------------------------|---------------------|------|-------------------|------|--------------------|------|-------------------|-----|-----------------------|-------------------|---------------------------------|--------------------------------|
|                               | <i>Pre-Service</i>  |      | <i>In-Service</i> |      | <i>Pre-Service</i> |      | <i>In-Service</i> |     | <i>Pre-Service</i>    | <i>In-Service</i> | <i>Pre-Service</i>              | <i>In-Service</i>              |
|                               | Yes                 | No   | Yes               | No   | In                 | Off  | In                | Off |                       |                   |                                 |                                |
| Principal                     | 86 %                | 14 % | 72 %              | 28 % | 84 %               | 4%   | 0                 | 86% | Administ-ration       | Leader-ship       | Relevant                        | Relevant                       |
| Senior Masters/<br>Mistresses | 11 %                | 89 % | 15 %              | 77 % | 50 %               | 30 % | 8%                | 69% | Guidance              | Guidance          | Helped in perform-<br>ing tasks | Provide<br>some ideas          |
| Heads of<br>Departments       | 11 %                | 88 % | 15 %              | 77 % | 43 %               | 30 % | 58 %              | 29% | Staff Manage-<br>ment | Evaluat-<br>ion   | Improve manage-<br>ment skills  | Improve manage-<br>ment skills |

The data disclose that the levels of training, training venues or methods used, and training content are low.

### **Professional development needs of senior staff**

The data show that the present and future training or professional needs of senior staff of secondary schools in Brunei Darussalam consisted of “staff and self development” for the principals, “motivation” for the senior masters/mistresses, and “management of resources” for the heads of departments. The non-senior staff respondents, however, perceived that the principals need training in matters pertaining to “curriculum” and “finance”. Except for “management of resources”, which is classified as technical and low level, the other two are classified as human relations and high level. The two, namely, “staff and self development” and “motivation” are also the training needs of senior staff in other countries. Staff development is one of the training requirements of senior staff in the West European Nations (Hopes, 1980). Self development is also one of the skills needed by most senior staff in England and Wales (Buckley, 1985; Everard, 1986), and Norway (Council of Europe, 1982). Motivation is another training need of senior staff in England and Wales (Buckley, 1985), Norway (Council of Europe, 1982), and the United States of America (Daresh and Playko, 1994).

As is the case with training contents, it is also difficult to know exactly why the senior staff of secondary schools in Brunei Darussalam require human relations skills, which are high level; while performing technical skills, which are low level. Their tasks and professional development needs do not seem to be compatible with one another.

The findings of the present and future training needs of the senior staff of secondary schools in Brunei Darussalam is summarised in Table 7.5 below.

**Table 7.5 Findings on the Present and Future Training or Professional Development Training Needs of Senior Staff**

| Senior Staff              | Training Needs  |
|---------------------------|---|
| Principals                | Human Relations: Staff and self development<br>(30 Responses) |
| Senior Masters/Mistresses | Human Relations: Motivation<br>(76 Responses)                 |
| Heads of Departments      | Technical: Resources<br>(182 Responses)                       |

The data reveal that except for the heads of departments, the level of training needs of the other two groups of senior staff is high.

### **Ways of meeting the needs**

The discussion on the ways of meeting the training need of senior staff of secondary schools in Brunei Darussalam centres on whether or not it is necessary for the Government to establish a national training centre to train them, and the best and preferred methods and trainers to train them.

#### *National training centre*

The data show that the overwhelming majority of senior staff and the non-senior staff respondents are in favour of the Government establishing a national training centre to train all senior staff of schools. The senior staff forwarded various reasons for saying so. Some of the reasons are that the centre would help them to up-date and up-grade,

improve their performance, improve administration and administrators. However, the non-senior staff respondents felt that instead of building a purpose built building, one of the existing educational or training institutions could be easily turned into such a centre. In any case, the establishment of a training centre is considered standard practice for developing senior staff in other countries. In the developed countries like the United States of America (Murphy and Hallinger, 1987) training centres are not only the responsibility of the state but also other bodies including private enterprises and professional associations. The same seems to be the case in Australia (Walker, 1987). However, in many developing countries such centres are mostly state run. This is the case in Malaysia (Chew, 1986) and in Kenya (Dadey and Harber, 1991).

### *Preferred methods of training*

The data show that most principles prefer training to be held both in-school and out-of-school. This is also the suggestion of the non-senior staff respondents for the way the principals are to be trained. However, the rest of the senior staff prefer training to be held out-of-school. In some countries, the common method of training delivery is a combination of in-school and out-of-school. This is the practice in Canada (Hickcox and House, 1991), Australia (Moyle, 1986), South Africa (Mashinini and Smith, 1995) and Kenya (Mururu, 1990; Dadey and Harber, 1991). However, in other countries particularly the developing countries, training is still delivered out-of-school. This is the case in Malaysia (Chew, 1986), Nigeria (Dadey and Harber, 1991) and the South Pacific (Velayutham, 1991).

Perhaps the main reason for some senior staff preferring the training to be held out-of-school is that out-of-school training particularly courses lasting for more than six months normally have some salary implications. Moreover, courses of such duration normally award certificates. Such certificates may be useful when applying for scholarships for further studies and for promotion purposes.

### *Preferred trainers*

The data also show that the staff are split down the middle with regard to choosing the type of trainers to train them. The principals and the heads of departments prefer experienced principals to train them. The main reason for preferring such trainers is that the principals are the experts in the field, they tasted the “salt” first, and therefore they are the best models. On the other hand, the senior masters/mistresses together with the non-senior staff respondents prefer the officials from the Ministry of Education to be used as the trainers. Their preference is backed by the assumption that such officials are experts in their areas, such as in financial rules and regulations. As such they are useful for practical training. As discussed in Chapter 2, varieties of trainers are used to train senior staff in other countries. Experienced principals are used to train senior staff in Sweden (Taylor, 1986), Australia (Johnson, 1993), some Commonwealth African countries (Dadey and Harber, 1991) and South Pacific (Velyutham, 1991). Officials from the Ministry of Education are also used as trainers in Kenya (Mururu, 1990) and Sweden (Stego *et al.*, 1986).

The findings on the ways of meeting the training needs of senior staff are summarised in Table 7.6 below.

**Table 7.6 Findings on the Ways of Meeting the Training Needs of Senior Staff**

| Senior Staff             | Establishment of a National Training Centre |    | Preferred Method    |            |               | Preferred Trainers                       |
|--------------------------|---|----|---------------------|------------|---------------|--|
|                          | Number of Responses                         |    | Number of Responses |            |               |  |
|                          | Yes   | No | In-school           | Off-school | A Combination |  |
| Principal                | 34  | 2  | 2                   | 3          | 24            | Principals                               |
| Senior Master/Mistresses | 95  | 5  | 78                  | 60         | —             | Officials from the Ministry of Education |
| Heads of Departments     | 262   | 14 | 181                 | 142        | —             | Principals                               |

## Conclusion

The data suggest that basically the level of experience of the majority of the four groups of senior staff of secondary schools in Brunei Darussalam is high in terms of their qualifications, teaching experience, and experience on the post. The level of their training or professional development needs is also high, because these mainly relate to self development, staff development and motivation. However, the level of tasks they perform is low because, these relate to teaching and learning and maintaining discipline. The data collected from the senior staff of secondary schools in Brunei Darussalam and other respondents participating in the study and using the methods and instruments described in Chapter 3 indicate three important issues. These are: (a) senior staff with high level of experience require high level training or professional development needs; (b) senior staff with high level of experience do not necessarily perform high level tasks; (c) senior staff performing low level tasks do not necessarily require low level training needs. In other words experience, tasks, and training needs

may or may not necessarily be inter-linked. That being the case professional development needs may not be identified or diagnosed by basing them totally on the experience of the senior staff concerned and the tasks they perform. We therefore, need to find better ways of identifying needs in order to improve the professional development of the senior staff concerned. Perhaps one way is to ask them directly what exactly their needs are. For at the end of the day only those on the job know what would be the most appropriate for them.

The next chapter, which is the concluding chapter, will explore the implications of the findings of the study and make recommendations.

## **CHAPTER 8**

### **CONCLUSION AND RECOMMENDATIONS**

#### **Introduction**

The main purpose of the study is to propose ways of improving the professional development of senior staff of secondary schools in Brunei Darussalam. In order to accomplish the purpose, the senior staff concerned (and a number of non-senior staff respondents) were asked to respond to a set of questions. They were asked about their experience, the tasks they perform, the way they were selected for their posts, the way they were trained and should be trained, their professional development needs and the ways of meeting the needs. The information given would enable us to find out whether or not the levels of these major aspects of professional development of the senior staff of secondary schools in Brunei Darussalam are inter-link. The specific questions asked were:

- With regard to their **experience**, the senior staff were asked: What is their gender? How old are they? What are their qualifications? How long had they been teaching before they were appointed to their present post? How many of the present posts they have held so far? How long they have been in the present post?
- What are their present and future **tasks**?
- How were they **selected** ? What were the criteria used? What is their opinion on their salary scale?
- How were they **trained** (including pre-service and in-service training, training methods, training contents, and benefits of training)?



- What are their **training or professional development needs**?
- What is their opinion about **the ways of meeting the needs** (including the establishment of a national training centre, methods and types of trainers preferred)?

This study is the first of its kind in Brunei Darussalam. It involves all senior staff irrespective of levels, types and locations of schools. Given the time and resources available, and the research methodology and instruments used to accomplish the study, the following are some of the major findings of the study:

- The majority of senior staff of secondary schools in Brunei Darussalam are experienced teachers, experienced in their post and highly qualified;
- The tasks they perform are low level technical tasks relating to teaching and learning and maintaining discipline;
- Their posts were not advertised when these became vacant, they were not interviewed for the job, and the posts do not carry a special salary scale;
- They did not have proper training before and after their appointment;
- Their training or professional development needs consist of staff development, self development, and motivation; and
- They prefer to be trained out-of-school at a national training centre, and by experienced principals and deputy principals.

The major findings together with the recommendations are summarised in Table 8.1 reproduced at the end of the chapter.

## Conclusion

The study reveals that although the proportion of males and females of senior staff of secondary in Brunei Darussalam is not balanced, most are below the age of 40, and are on their first appointment in their present job; the level of their experience is high. This is reflected by the fact that most are experienced teachers, experienced in their post and highly qualified. The study also shows that the level of their training or professional development needs is also high. This is evidenced by the fact that their needs are human relations in nature. However, the level of the tasks they perform is low. This is because these are technical in nature relating to teaching and learning and discipline. Their posts were not advertised when these became vacant, and they were not interviewed for the post. As a result they do not know the selection criteria. The post does not carry a special salary scale. They want senior posts to be advertised when these became vacant, the selection criteria made known and the post to carry a special salary scale. They did not have proper training to do their job. The minority who had, had their pre-service training in-school, and in-service training out-of-school. The content of their pre-service training related to routine administration, and their in-service training related to leadership. They said that they benefited a lot from their training. The majority, therefore, want to be trained more systematically. They said that they need training particularly in matters related to staff development, self development and motivation. They prefer to be trained out-of-school at a national training centre together with other senior staff of schools, and by experienced principals and deputy principals.

On the one hand the study reconfirms the theory advanced by Daresh and Playko

(1994) that the higher the level of experience, the higher the level of professional development needs, and by implication the lower the level of experience, the lower the level of training needs. The study also reconfirms that vacant posts of senior staff need to be advertised, selection criteria made known, candidates need to be interviewed, their posts should carry a special salary scale, and systematic pre-service and in-service training should be provided. The study further reconfirms that a national training centre should be established to train senior staff, training should also be held out-of-school, and experienced principals should be used to train as trainers. On the other hand the study contradicts the theory advocated by Leithwood and Montgomery (1986) that the higher the level of experience, the higher the level of tasks performed, and by implication the lower the level of experience, the lower the level of tasks performed. The study shows that senior staff with a high level of experience do not necessarily perform high level tasks. The study also contradicts the theory advanced by a number of prominent scholars, such as Mintzberg, 1973, Esp, 1983; Glatter, 1983; Hegarty, 1983; Dadey and Harber, 1991 that training or professional development needs should be based on the tasks the senior staff perform. The study suggests that senior staff performing low level tasks do not necessarily require low level training needs. In other words experience, tasks, and training needs may or may not necessarily be inter-linked. That being the case professional development needs may not be identified or diagnosed by basing them totally on the senior staff's experience and the tasks they perform. It is, therefore, necessary to find alternative ways to identify professional development needs.

It is argued, therefore, that the central thesis that stems from this study is that professional development of senior staff of secondary schools in Brunei Darussalam may be further improved by finding alternative ways of identifying or diagnosing their professional development needs. The study suggests that professional development needs should also be identified by asking the senior staff concerned directly what their needs are. In the final analysis, only those in the job can decide what would be the most appropriate for them (Wijeysingha, 1988).

### **Recommendations**

In the light of the discussions above and in the previous chapters, the following recommendations are put forward in order to improve the professional development of senior staff of secondary schools in Brunei Darussalam:

#### **Gender issue**

Apart from filling the vacant post, the main purpose of selection is to select the best person for the job (Tsukudu and Taylor, 1995). Selection should be based on what the job requires. The best person should be appointed regardless of whether or not the person is male or female. For a wrong person if selected would not only be expensive because his salary needs to be paid (Peters, 1976; Weindling and Earley, 1987), but would also demoralise other staff, and result in limited performance (Morgan, Hall, and Mackay, 1983). Nevertheless it has to be said here that in our enthusiasm to promote gender equality among the senior staff, we should not sacrifice quality.

Quality should be our utmost priority. Thus, when making the selection one should always remember the main aim of selection. It should not be based on gender or indeed other irrelevant factors.

### Enhancing the level of senior staff's experience

Over half of the senior staff are on their first appointment and most have been in their post at the same school for more than three years. Such senior staff may be called "one appointment one school" senior staff. This may not be a good thing for both the senior staff as well as the schools concerned. This is because their experience is limited to one appointment and to one school only. As Sarason (1982) pointed out that experience limited to one or two schools would only enable senior staff to obtain a very narrow slice of what it means to be a senior staff. Horizontal promotions, therefore, would give the senior staff the opportunity to gain more experience in depth and breadth in the same post but at different schools or environments. They should be given the opportunity to gain experience in schools with different sizes, levels, types, and locations. They should also be exposed to managing residential and non-residential, single sex and mixed sex schools. However, such exercises can be plagued with problems. It is already problematic transferring senior staff from one school to another within the same type of school and within the same districts, let alone transferring senior staff from one type of school to another type of school and another district.

### Autonomy

One of the fundamental findings of the study is that the majority of senior staff of

secondary schools in Brunei Darussalam perform low level tasks. This is reconfirmed by the non-senior staff respondents. Surely such a phenomenon merits further study. Nevertheless as a start it is important to redress the problem immediately. One way of raising the level of senior staff's tasks is to give them some autonomy. This is one of several suggestions put forward by the principals and the heads of departments in Chapter 4 and Chapter 6 respectively, and discussed under the headings of "General Comments and Suggestions Made by the Principals" and "Additional Information from the Heads of Departments". The senior staff concerned stated that they should be given some autonomy particularly in matters relating to the curriculum, personnel and resources. As suggested by the literature the ultimate aim of training and developing senior staff is to enable them to do their job effectively (Tsukudu and Taylor, 1995) by themselves without others distrusting them and telling them what to do. Autonomy is also a fundamental part of professional development.

In addition to the prescribed national curriculum, schools should be given the opportunity to make their own curriculum relevant to the students. The local curriculum for students in the Temburong District, for example, should help them to maximise the natural resources available in the district without endangering the environment.

Senior staff should be given the autonomy to hire and fire their own staff. For at the end of the day they should know the quality and quantity of teachers they require. Tied to this is the fact that at present teachers graduating from the University of Brunei Darussalam, the Institute of Islamic Studies and the Religious Teachers

Training College are automatically employed. They are centrally distributed to schools. I found that from years of experience interviewing prospective trainee teachers, in many cases - far too many - the main reason for them to join the teaching profession was that "there is no other good job available". Teachers are urgently required in Brunei Darussalam. The Minister of Education estimated that in the year 2000, Brunei Darussalam would require 1,845 new teachers in mathematics and science alone (Brunei Darussalam, July 1990). Thus as long as the applicants have the basic qualifications, the majority are normally accepted. As a result a small number of teachers are not good teachers. As evidenced in Chapter 4 under the sub-title "General Comments and Suggestions Made by Principals", a number of principals complained that some schools are provided with better teachers, while others are provided with bad ones. In order to give some autonomy to the senior staff and reduce the problems of less motivated teachers, let the new graduates apply for teaching positions to the school directly. The senior staff would then have the opportunity to select the best teachers for their schools. Such teachers should be subjected to a probation period before being confirmed in their posts by the schools which employ them. In this way only those teachers who are really good can continue to be teachers. Others would have been weeded out during the probation period. So only those who are really interested in teaching would apply to become teachers. Others would have to think twice before applying. However, one of the major weaknesses of this suggestion is that good schools would be over subscribed, while not so good ones would be under subscribed. Another weakness is that schools around the capital city and town areas would be more popular than village schools. In other words, autonomy in selecting teaching staff can also backfire. It can also cause concentration of "bad" as well as

“good” teachers in particular areas.

At present schools, particularly the state schools, are not free to purchase materials above a certain price. This was highlighted in Chapter 6 by a number of heads of departments. They have to follow the financial regulations laid down by the Government. For stationery, for example, schools can only purchase it from the approved suppliers. Expensive items have to be purchased by tender. And from past experience this takes time. By the time the required materials arrive, students have finished their examinations. To reduce delays, schools should be given the freedom to purchase what is necessary for the school. However, their activities should be monitored by the authority regularly in order to avoid abuse. There has to be some sort of mechanism in the school, for example, a committee for purchasing materials. But committees can also sometimes delay purchase if there are disagreements among members. Autonomy, therefore, can only work if senior staff are properly trained and prepared to do their job.

### Selection procedures

The vast majority of senior staff want the present procedures of selection to be changed. They are supported by the non-senior staff respondents. They want vacant posts to be advertised, candidates to be interviewed, and the post to carry a special salary scale. Such a request is not surprising because one of the main advantages of open appointment is that it is fairer and more efficient (Morgan, Hall, and Mackay, 1983). The appointees would feel committed, because they applied for the post. It



would also encourage competition among applicants to improve themselves, because they know the criteria and what the job expects of them. However, one of the main problems is that since the number of senior staff is small particularly at the principal and deputy principal levels, at times it may be difficult to fill a vacant post as experienced by one school. In order to avoid this problem, two selection procedures should be adopted more or less similar to the Indian model. Vacant posts are advertised and candidates are interviewed. But at the same time capable persons are identified through the annual staff evaluation exercises and groomed for the post. The strategy is that if the response of the advertised vacant posts are poor, or applicants are not suitable then those who are being groomed but for some reason or another did not apply for the post, may be appointed through what in India is called “Departmental Promotion” (Sapra, 1991).

### Training

The study reveals that the vast majority of senior staff are not trained. They and the other respondents felt that they should be provided with pre-service and in-service training in order to do their job properly. Systematic training, therefore, is highly recommended.

### Professional development needs

The majority of senior staff required high level needs which are human relations in nature. They required training particularly in aspects relating to motivation, staff development and self development. However, it has to be pointed out that such needs

are not connected or linked with their present tasks. It is therefore suggested that besides these needs, they should be up-dated with those needs relating to their present tasks including teaching and learning and maintaining discipline.

### Ways of meeting the professional development needs

They preferred to be trained out-of-school at a national training centre. As indicated above, a national training centre would make professional development more systematic, where proper curriculum, aids, trainers and venue are used. However, one of its main weaknesses is that many senior staff would only receive their training once in a decade or never at all, follow ups can be difficult, and local and regional needs can be overlooked (Dadey and Harber, 1991; Tsukudu and Taylor, 1995). One of the main advantages of out-of-school training is that senior staff can be trained and share their problems together. The main disadvantage is that based on the experience in the western society, out-of-school training does not necessarily make a person a good manager (Mintzberg, 1973; Hurst and Rodwell, 1986; Stewart, 1991). This is because most learning takes place on the job (Stewart, 1991). Therefore training should be conducted in-school. However, in order for in-school training to be effective, a good mentor is necessary (Hickox and House, 1991). It is not easy to find a good mentor let alone more than one good mentor. Thus even the experienced principals preferred by the senior staff as trainers to train them need to be trained as well before they can train others more effectively. Nevertheless the best way forward perhaps would be to use a combination of in-school and out-of-school methods and a combination of trainers. The use of multiple methods or venues of training and type of trainers should complement and supplement one another.

**Table 8.1 Major Findings and Recommendations**

| Aspects of Professional Development             | Major Findings  | Recommendations   |
|---|---|---|
| <u>1. Personal Details/Experience</u>           | <ul style="list-style-type: none"> <li>- Gender : <i>Male</i></li> <li>- Age : <i>&lt; 40</i></li> <li>- Qualifications : <i>Degrees and Teaching Certificates/Diplomas</i></li> <li>- Teaching experience : <i>&gt;3 Years</i></li> <li>- Number of the post held so far : <i>First Appointment</i></li> <li>- Experience on the post : <i>&gt; 3 Years</i></li> </ul> | <ol style="list-style-type: none"> <li>1. Based on ability, more females should be appointed to senior posts</li> <li>2. Give more exposure and experience by horizontal appointment so that they have more experience holding similar post in different schools</li> </ol>   |
| <u>2. Tasks</u>                                 | <ul style="list-style-type: none"> <li>- Present tasks : Technical : <i>Teaching and Learning, and discipline</i></li> <li>- Future tasks : Technical : <i>Curriculum</i></li> </ul>  | <ol style="list-style-type: none"> <li>1. Give more autonomy i.e. "high level" tasks in particular deciding the curriculum, staff appointment, management of resources</li> </ol>   |
| <u>3. Selection</u>                             | <ul style="list-style-type: none"> <li>- Vacant post was advertised : <i>No</i></li> <li>- Interviewed for the post : <i>No</i></li> <li>- Selected because of teaching service : <i>Yes</i></li> <li>- Selected because of teaching ability : <i>Don't Know</i></li> <li>- Selected because of qualifications : <i>Yes</i></li> </ul>                                  | <ol style="list-style-type: none"> <li>1. Advertise vacant posts</li> <li>2. Interview candidates</li> <li>3. Posts should carry special salary scale</li> <li>4. Employ a combination of procedures to select senior staff</li> </ol>  |
| <u>4. Training</u>                              | <ul style="list-style-type: none"> <li>- Training before and/or after appointment : <i>None</i></li> </ul>  | <ol style="list-style-type: none"> <li>1. Pre-service and in-service training should be provided</li> </ol>   |
| <u>5. Professional Development Needs</u>        | <ul style="list-style-type: none"> <li>- Human relations: <i>Staff development, self development, and motivation</i></li> </ul>   | <ol style="list-style-type: none"> <li>1. Besides human relations, their technical needs including those relating to teaching and learning and maintaining discipline should be catered for as well, because these are their main tasks</li> </ol>  |
| <u>6. The Ways of Meeting the Needs</u>         | <ul style="list-style-type: none"> <li>- The establishment of a national training centre</li> <li>- Out-of-school training</li> <li>- Principals as the trainers</li> </ul>   | <ol style="list-style-type: none"> <li>1. A national training centre should be establish in order to encourage systematic professional development to take place</li> <li>2. A combination of in-school and out-of-school training methods/venues</li> <li>3. A combination of trainers</li> <li>4. Trainers should be trained</li> </ol> |
| <u>7. Levels of Experience, Tasks and Needs</u> | <ul style="list-style-type: none"> <li>- Experience : <i>High</i></li> <li>- Tasks : <i>Low</i></li> <li>- Professional development needs : <i>High</i></li> </ul>  | <ol style="list-style-type: none"> <li>1. Professional development needs may not be identified or diagnosed <u>wholly</u> by basing them on the senior staff's experience and/or the tasks they perform</li> <li>2. Senior staff should also be asked directly what their needs are</li> </ol>  |
| <u>8. Inter-Link</u>                            | <ul style="list-style-type: none"> <li>- The level of experience and the level of training/professional development needs <i>are inter-linked</i></li> <li>- The level of experience and the level of tasks <i>are not inter-linked</i></li> <li>- The level of tasks and the level of professional development needs <i>are not inter-linked</i></li> </ul>            |   |

### The levels of experience, tasks and training needs and their link

The study implies that professional development needs of senior staff of secondary

schools in Brunei Darussalam should not be arrived at and prescribed totally from the senior staff's tasks and experience as suggested by a number of researchers. For as shown by the study, the level of the tasks the senior staff perform may not be linked with the level of their professional development needs. The way forward would be to find alternative ways of identifying professional development needs. The alternative way suggested is a combination of more than one way. Besides basing the needs of the senior staff on their experience and the tasks they perform, the senior staff concerned should be asked directly what their needs are.

The professional development of senior staff of secondary schools in Brunei Darussalam may be improved by increasing the number of able females in senior positions, and exposing the senior staff with more relevant experience and training. It may also be improved by using a combination of procedures to select them, and providing their post with a special salary scale. It may also be further improved by using a combination of methods to identify their professional development needs, establishing a national training centre to train them, and by using a combination of methods and trainers to train them.

#### **Footnote**

This study, like any research, has its limitations. The models of professional development used are drawn from western literature and practice. They may need adaptation before they can be fully applied to Brunei Darussalam. The major issue of the influence of centralisation emerged during the study. This concept and its impact

on educational development deserves much deeper and more extensive research. There is no doubt that much of the practice of educational development in Brunei Darussalam is heavily influenced by the level of control exercised from the centre.

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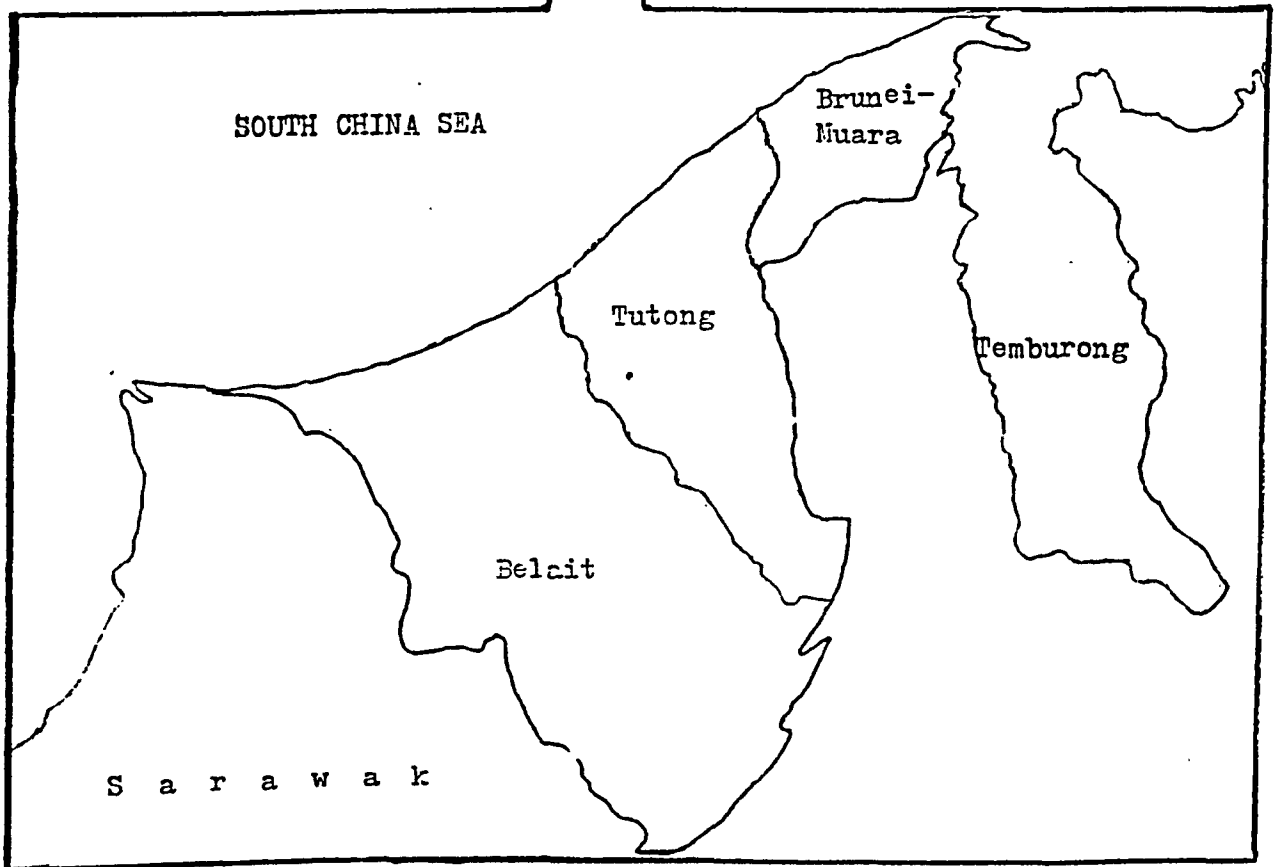
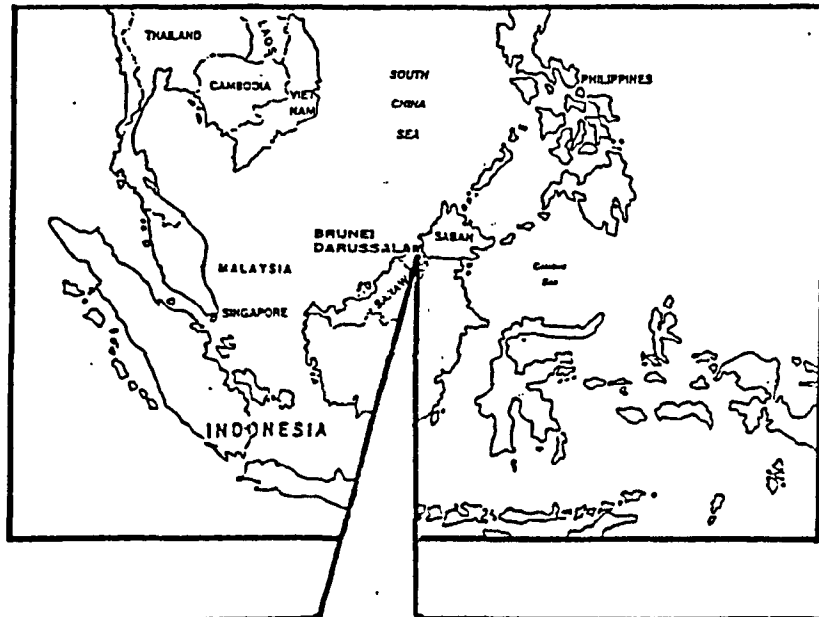
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# APPENDICES

## Appendix A

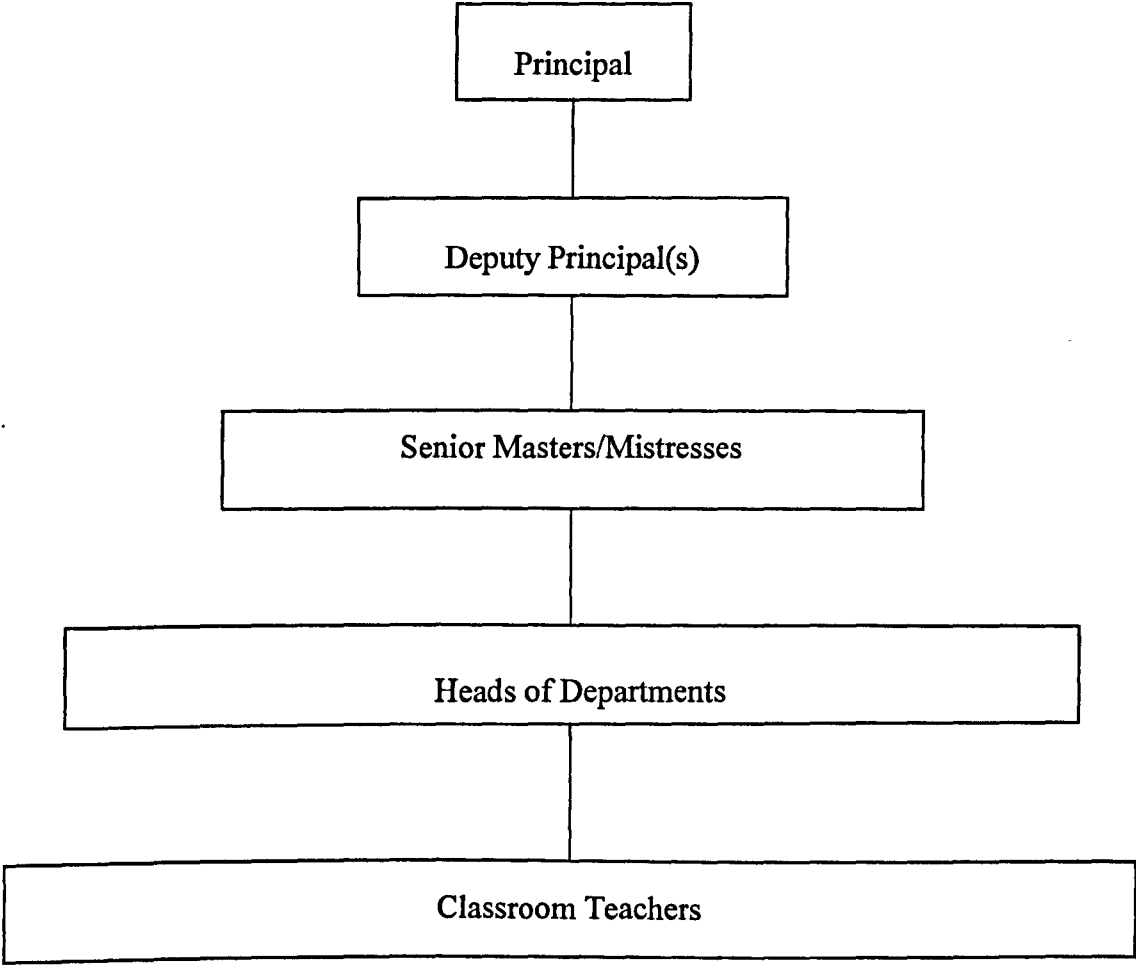
Map of South-East Asia  
&  
Map of Brunei Darussalam Showing the Four Administrative Districts





**Appendix B**

**Organisational Structure of Secondary Schools in Brunei Darussalam**



## Appendix C

### Categories of Tasks, Professional Development Needs or Training Contents

| Task, Need or Training Content Category | Sub-Task, Need or Training Content                              | Definition   |
|---|---|--|
| Technical                               | Goal Identification   | Identifying and determining school aims and objectives   |
|   | Academic Curriculum   | Determining a curriculum relevant to all students, and allocating curricular responsibilities to departments, staff members and students   |
|   | Pastoral Curriculum   | Determining a policy and organisation for students' pastoral care  |
|   | Ethos   | Determining the school ritual and norms of behaviour and discipline for students and staff   |
|   | Resources   | Selection and appointment of staff, allocation of capitation allowances, determination of posts, and control of school funds and budget generally  |
| Conceptual                              | Planning, organisation, co-ordination and control               | Determination of rules, responsibilities and mechanisms for all internal school policy making and management control, including the delegated responsibilities of the senior management teams. Externally co-ordinating the school's provision with feeder schools and the needs of FE and HE colleges   |
|   | Staff Deployment  | Defining staff tasks and writing job descriptions  |
|   | Evaluation and Record Keeping                                   | Evaluating effective standards of teaching in the classroom and progress on all aspect of school policy generally by establishing measurement criteria and instruments. Compiling returns, monitoring the keeping of registers and statistical records   |
|   | Buildings, Ground and Plant                                     | Supervision, security, and maintenance of the physical plant   |
| Human Relations                         | Motivation  | Motivating staff and students by personal influence, incentives, and concern for individual needs, health, safety and working conditions generally   |
|   | Staff Development   | Developing policy and mechanisms for the professional development, work enrichment and technical support of staff  |
|   | Inter-personal, Intra-group and Inter-group Conflict Resolution | Solving problems and resolving conflict by applying chairmanship, negotiations, arbitration, and reconciliation skills   |
|   | Communication   | Securing the effective dissemination of school policy, news of activities and events, and effective channel of two-way communication   |
| External                                | Accountability to Governors and LEA                             | Attending and reporting of Governors' meeting, liaising with the chairman, and embracing Governors' views in school policy and achieving their consent and support. Working in accordance with the education authority and establishing mechanisms for curricular and other technical advice from officers and advisors of the education authority |
|   | Parents and the General Community                               | Determining a policy to achieve the support and involvement of parents to the running of the school. Presenting news of the schools to the local community and gauging community expectations for the school   |
|   | Employers and External  | Establishing communications with employers' expectations and employment opportunities; and linking the school with supporting external agencies  |

[Adapted from C. Morgan, V. Hall, and H. Mackay (1983) *The Selection of Secondary School Headteachers*, Milton Keynes: Open University Press]

## Appendix D

### Research Instruments Used

#### INTERVIEW SCHEDULE FOR PRINCIPALS

[The information provided will be kept confidential and will never be attributed to the respondents]

##### Personal Details

Please put a tick in the box, which for you is the correct response. If there is a line beside the question, please write in the answer or the information requested.

1. Sex: Male ☐ Female ☐

2. Age: Under 35 ☐ 35-40 ☐ 41-45 ☐ 46-50 ☐ Over 50 ☐

3. Qualifications: (a) Academic: Bachelor ☐ Master ☐ Ph D ☐ (b) Professional: Teaching Certificate ☐ Diploma in Education ☐ (c) Others (Please specify) \_\_\_\_\_

4. How many years had you been in the education service before you first became a principal? - \_\_\_\_\_

5. How many principal posts have you held so far? - \_\_\_\_\_

6. How long have you been a principal at your present school? - \_\_\_\_\_

7. Before you first became a principal, were you a: (a) Deputy Principal? Yes ☐ No ☐ (b) Senior Master/Mistress?

Yes ☐ No ☐

(c) Head of Department? Yes ☐ No ☐

##### Training for Principalship

8. Did you have any training for principalship before first becoming a principal?

(a) If so, what shape did this take: In-school? Off-school? A combination?

(b) What was the content of your training related to?

(c) In what ways did you find the training beneficial?

9. If you were a deputy principal before first becoming a principal, did you find this helpful in preparing you for principalship? If yes, why? If no, why not?

10. Have you had any training since becoming a principal?

(a) If yes, what shape did this take: In-school? Off-school? A combination?

(b) What was the content of your training related to?

(c) In what ways did you find the training beneficial?

11. Do you see it as your job to help prepare your deputy principal(s) for principalship(s)? If so, how do you do this?

##### Main Tasks

12. What do you see to be your main tasks at the present time? Other Tasks?

13. Which of these tasks take most of your time and why?

14. Are there any tasks that you would like to be involved in but because of other pressures you are not able to?

15. If you look towards the next five years, do you see these main tasks changing? If so, in what ways? What new tasks are likely to confront you?

16. Do you find the job stressful? If yes, why? If no, why not? If you find it stressful, how do you cope with it?

##### Training Needs

17. What do you see to be your main training needs at the present time? Other needs?

18. Looking towards the next five years, what new training needs do you see emerging?

#### **Ways of Meeting the Training Needs**

19. Do you think that the Government should set up a national training centre for senior staff of schools to include principals, deputy principals, senior masters/mistresses and heads of departments? If yes, why? If no, why not?

20. Through what mechanisms would you like to see these needs being met? Other mechanisms?

21. What type of trainers should lead training programmes for principals? Why these people? Other trainers?

#### **Selection of Principals**

22. When posts became vacant, are they advertised? Are applicants interviewed? Are applicants assessed on certain skills required of the job?

23. How were you appointed as a principal of this school? Was your appointment based on the length of your service, teaching ability, or qualifications? Other qualities?

24. Is this the usual practice? If no, what other means are used?

25. How would you like to see the present selection procedure changed?

26. Do you think that the post of principal should carry a special salary scale? If yes, why? If no, why not?

#### **General Comments**

Have you any general comments that you wish to make relating to professional development of senior staff of secondary schools in Brunei Darussalam?

**THANK YOU FOR YOUR ASSISTANCE IN THIS RESEARCH**

## **INTERVIEW SCHEDULE FOR NON-SENIOR STAFF RESPONDENTS**

**[The information provided will be kept confidential and will never be attributed to the respondents]**

#### **Training for Principalship**

1. Do you think that principals of secondary schools in Brunei Darussalam should have training for principalship before, after, or both before and after becoming a principal? Why?

2. If you think principals should be trained,

(a) how would you propose they should be trained? In-school? Off-school? A combination?

(b) What should the content of the training relate to?

(c) Who should be involved in training them?

(d) Why these people?

3. Do you think that principals should help prepared their deputies for principalship? If so, how should they do this?

#### **Main Tasks**

4. What do you see to be the principals' main tasks at present? Other tasks?

5. Are there any other tasks that you would like the principals to be involved in but because of other pressures they are not able to?

6. If you look towards the next five years, do you see the main tasks changing? If so, what new tasks are likely to confront the principals?

7. Do you see the principal's job stressful? If yes, why? If no, why not?

### Training Needs

8. What do you see to be the main training needs of the principals at the present time? Why these needs?
9. Looking towards the next five years, what new training needs do you see emerging?

### Ways of Meeting the Training Needs

10. Through what mechanism would you like to see these training needs being met?
11. Do you think that the Government should set up a national training centre for principals and other senior staff of schools to include deputy principals, senior masters/mistresses and heads of departments? If yes, why? If no, why not?

### Selection of Principals

12. When post became vacant, are they advertised? Are applicants interviewed? Are applicants assessed on certain skills required of the job?
13. How are principals selected? Was the selection based on length of teaching service, teaching ability, qualifications, a combination of the above? Other qualities?
14. Is this the usual practice? If no, what other means are used?
15. How would like to see the present selection procedure changed?
16. Do you think that the post of principal should carry a special salary scale? If yes, why? If no, why not?

THANK YOU FOR YOUR ASSISTANCE IN THIS RESEARCH

## DIARY FORMAT FOR DEPUTY PRINCIPALS

[The information provided will be kept confidential and will never be attributed to the respondents]

### Personal Details

Please put a tick in the box, which for you is the correct response. If there is a line beside the question, please write in the answer or the information requested.

1. Sex: Male ☐ Female ☐
2. Age: Under 35 ☐ 35-40 ☐ 41-45 ☐ 46-50 ☐ Over 50 ☐
3. Qualifications: (a) Academic: Bachelor ☐ Master ☐ Ph D ☐ (b) Professional: Teaching Certificate ☐ Diploma in Education ☐ (c) Others (Please specify) \_\_\_\_\_
4. How many years had you been teaching before you first became a deputy principal? \_\_\_\_\_
5. How many deputy principal posts have you held so far? \_\_\_\_\_
6. How long have you been a deputy principal at your present school? \_\_\_\_\_
7. Before you first became a deputy principal, were you a: (a) Senior Master/Mistress? Yes ☐ No ☐ (c) Head of Department? Yes ☐ No ☐

### Instruction

By using the diary sheets provided, please keep a diary of how you spend your time in school. It would be appreciated if you could do this for five days. But if not, three days would be acceptable. You may need to use more than one diary sheet per day, because you may find that you get involved in a number of tasks.

Each diary sheet is made up of four columns. Column 1 is for you to enter the day and date. Column 2 refers to the time of the



## QUESTIONNAIRE SCHEDULE FOR SENIOR MASTERS/MISTRESSES

[The information provided will be kept confidential and will never be attributed to the respondents]

### Personal Details

Please put a tick in the box, which for you is the correct response. If there is a line beside the question, please write in the answer or the information requested.

1. Sex: Male ☐ Female ☐
2. Age: Under 35 ☐ 35-40 ☐ 41-45 ☐ 46-50 ☐ Over 50 ☐
3. Qualifications: (a) Academic: Bachelor ☐ Master ☐ Ph D ☐ (b) Professional: Teaching Certificates ☐ Diplomas in Education ☐ (c) Other qualifications (Please specify) \_\_\_\_\_
4. How many years had you been teaching before you first became a senior master/mistress? \_\_\_\_\_
5. How many senior masters/mistress posts have you held so far? \_\_\_\_\_
6. How long have you been a senior master/mistress at your present school? \_\_\_\_\_

### Training for Senior Master/Mistress Post

7. Did you have any training specifically intended to prepare you to become a senior master/mistress? Yes ☐ No ☐
8. If yes, was the training
  - (a) in-school? Yes ☐ No ☐
  - (b) Off-school? Yes ☐ No ☐
9. Did the content of your training relate to any of the following:
  - (a) leadership? Yes ☐ No ☐
  - (b) guidance? Yes ☐ No ☐
  - (c) counselling? Yes ☐ No ☐
  - (d) student welfare? Yes ☐ No ☐
  - (e) other topics? (Please specify) \_\_\_\_\_
10. In what ways did you find the training helpful? \_\_\_\_\_
11. Have you any training since becoming a senior master/mistress? Yes ☐ No ☐
12. If yes, was the training:
  - (a) in-school? Yes ☐ No ☐
  - (b) off-school? Yes ☐ No ☐
13. Did the content of your training relate to any of the following:
  - (a) leadership? Yes ☐ No ☐
  - (b) guidance? Yes ☐ No ☐
  - (c) counselling? Yes ☐ No ☐
  - (d) student welfare? Yes ☐ No ☐
  - (e) other topics? (Please specify) \_\_\_\_\_
14. In what ways did you find the training helpful? \_\_\_\_\_

## Main Tasks

### *Present Tasks*

Please answer Questions 15 to 21 by circling a number from the 5-point scale. The number you circle indicates the extent of your involvement with the task. For example, a 1 would indicate that you are **not involved at all**. A 2 would indicate that you are **involved a little**. A 3 would indicate that you are **involved to a certain extent**. A 4 would indicate that you are **involved quite a lot**, and a 5 would indicate that you are **involved a great deal**.

| To what extent are you involved in the following tasks:  | 1<br>Not At All<br>(0%) | 2<br>A Little<br>(1-20%) | 3<br>To a Certain<br>Extent<br>(21-40%) | 4<br>Quite a Lot<br>(41-70%) | 5<br>A Great Deal<br>(Over 70%) |
|--|-------------------------|--------------------------|---|------------------------------|---------------------------------|
| 15. meeting regularly with form teachers to discuss problems and progress?   | 1                       | 2                        | 3                                       | 4                            | 5                               |
| 16. co-operating with staff responsible for liaising with other schools to ensure the smooth transfer of students? | 1                       | 2                        | 3                                       | 4                            | 5                               |
| 17. organising welfare activities?   | 1                       | 2                        | 3                                       | 4                            | 5                               |
| 18. co-ordinating the keeping of records?  | 1                       | 2                        | 3                                       | 4                            | 5                               |
| 19. arranging school assemblies?   | 1                       | 2                        | 3                                       | 4                            | 5                               |
| 20. discipline?  | 1                       | 2                        | 3                                       | 4                            | 5                               |
| 21. others tasks ? (Please specify)  |                         |                          |   |                              |                                 |
| (a)  | 1                       | 2                        | 3                                       | 4                            | 5                               |
| (b)  | 1                       | 2                        | 3                                       | 4                            | 5                               |
| (c)  | 1                       | 2                        | 3                                       | 4                            | 5                               |

### *Future Tasks*

22. What new tasks do you see emerging during the next five years?\_\_\_\_\_

### Present and Future Training Needs

Do you feel that you would benefit from receiving training in the following areas:

23. communication? Yes ☐ No ☐

24. chairing Meetings? Yes ☐ No ☐

25. decision making? Yes ☐ No ☐

26. motivation? Yes ☐ No ☐

27. counselling? Yes ☐ No ☐

28. career and guidance? Yes ☐ No ☐

29. handling conflicts? Yes ☐ No ☐

30. dealing with parents, Governors, Ministry Officials, and other external agencies? Yes ☐ No ☐

31. other needs? (Please specify)\_\_\_\_\_

### Ways of Meeting Training Needs

32. Do you think that the Government should set up a national training centre for senior staff of schools to include senior masters/mistresses, principals, deputy principals and heads of departments? Yes ☐ No ☐



33. If yes, why do you think so? If no, why not?-----

34. Through what mechanisms would you like to see the training needs that you have identified being met? Would it be through:

(a) attending external courses with other senior masters/mistresses? Yes ☐ No ☐

(b) participation in distance teaching programmes? Yes ☐ No ☐

(c) coaching from senior staff? Yes ☐ No ☐

(d) in-school training? Yes ☐ No ☐

(e) other needs? (Please specify)-----

35. What type of trainers should lead the training programmes? Should they include:

(a) senior officials from the Ministry of Education? Yes ☐ No ☐

(b) academic staff from the local university? Yes ☐ No ☐

(c) inspectors of schools? Yes ☐ No ☐

(d) experienced school principals or deputy principals? Yes ☐ No ☐

(e) people from commerce and industry? Yes ☐ No ☐

(f) other trainers? (Please specify)-----

#### **Selection of Senior Masters/Mistresses**

36. As far as you know, was your appointment as a senior master/mistress of this school based on your:

(a) length of teaching service? Yes ☐ No ☐

(b) teaching ability? Yes ☐ No ☐

(c) qualifications? Yes ☐ No ☐

(d) a combination? Yes ☐ No ☐

(e) other qualities? (Please specify)-----

37. Was your present post advertised when it became vacant? Yes ☐ No ☐

38. If yes, when you applied for your present job, were you interviewed or seen by administrators? Yes ☐ No ☐

39. Do you think that the post of senior master/mistress should carry a special salary scale? Yes ☐ No ☐

40. If yes, why? If no, why not?-----

If you wish to add further information relating to this study, please do so in the space provided below.

**THANK YOU FOR YOUR ASSISTANCE IN THIS STUDY**

## QUESTIONNAIRE SCHEDULE FOR HEADS OF DEPARTMENTS

[The information provided will be kept confidential and will never be attributed to the respondents]

### Personal Details

Please put a tick in the box, which for you is the correct response. If there is a line beside the question, please write in the answer or the information requested.

1. Sex: Male ☐ Female ☐
2. Age: Under 35 ☐ 35-40 ☐ 41-45 ☐ 46-50 ☐ Over 50 ☐
3. Qualifications: (a) Academic: Bachelor ☐ Master ☐ Ph D ☐ (b) Professional: Teaching Certificates ☐ Diplomas in Education ☐ (c) Other qualifications (Please specify) \_\_\_\_\_
4. How many years had you been teaching before you first became a head of department? \_\_\_\_\_
5. How many head of department posts have you held so far? \_\_\_\_\_
6. How long have you been a head of department at your present school? \_\_\_\_\_
7. Name the department you are currently head of \_\_\_\_\_

### Training for Head of Department Post

8. Did you have any training specifically intended to prepare you to become a head of department? Yes ☐ No ☐
9. If yes, was the training
  - (a) in-school? Yes ☐ No ☐
  - (b) Off-school? Yes ☐ No ☐
10. Did the content of your training relate to any of the following:
  - (a) curriculum management? Yes ☐ No ☐
  - (b) timetable arrangement? Yes ☐ No ☐
  - (c) staff management? Yes ☐ No ☐
  - (d) subject renewal? Yes ☐ No ☐
  - (e) evaluation? Yes ☐ No ☐
  - (f) dealing with outside agencies? Yes ☐ No ☐
  - (g) other topics? (Please specify) \_\_\_\_\_
11. In what ways did you find the training helpful? \_\_\_\_\_
12. Have you any training since becoming a head of department? Yes ☐ No ☐
13. If yes, was the training:
  - (a) in-school? Yes ☐ No ☐
  - (b) off-school? Yes ☐ No ☐
14. Did the content of your training relate to any of the following:
  - (a) curriculum management? Yes ☐ No ☐
  - (b) timetable arrangement? Yes ☐ No ☐
  - (c) staff management? Yes ☐ No ☐

(d) subject renewal? Yes ☐ No ☐

(e) evaluation? Yes ☐ No ☐

(f) dealing with outside agencies? Yes ☐ No ☐

(g) other topics? (Please specify) \_\_\_\_\_

15. In what ways did you find the training helpful? \_\_\_\_\_

### **Main Tasks**

#### ***Present Tasks***

Please answer Questions 15 to 21 by circling a number from the 5-point scale. The number you circle indicates the extent of your involvement with the task. For example, a 1 would indicate that you are **not involved at all**. A 2 would indicate that you are involved **a little**. A 3 would indicate that you are involved to **a certain extent**. A 4 would indicate that you are involved **quite a lot**, and a 5 would indicate that you are involved **a great deal**.

| To what extent are you involved in the following tasks:               | 1<br>Not At All<br>(0%) | 2<br>A Little<br>(1-20%) | 3<br>To a Certain<br>Extent<br>(21-40%) | 4<br>Quite a Lot<br>(41-70%) | 5<br>A Great Deal<br>(Over 70%) |
|---|-------------------------|--------------------------|---|------------------------------|---------------------------------|
| 16. teaching?   | 1                       | 2                        | 3                                       | 4                            | 5                               |
| 17. curriculum management?  | 1                       | 2                        | 3                                       | 4                            | 5                               |
| 18. timetable arrangement?  | 1                       | 2                        | 3                                       | 4                            | 5                               |
| 19. staff management?   | 1                       | 2                        | 3                                       | 4                            | 5                               |
| 20. subject renewal?  | 1                       | 2                        | 3                                       | 4                            | 5                               |
| 21. evaluation?   | 1                       | 2                        | 3                                       | 4                            | 5                               |
| 22. organising departmental activities ?                              | 1                       | 2                        | 3                                       | 4                            | 5                               |
| 23. dealing with officials from the Ministry, parents, and Governors? | 1                       | 2                        | 3                                       | 4                            | 5                               |
| 24. other tasks? (Please specify)                                     |                         |                          |   |                              |                                 |
| (a)   | 1                       | 2                        | 3                                       | 4                            | 5                               |
| (b)   | 1                       | 2                        | 3                                       | 4                            | 5                               |
| (c)   | 1                       | 2                        | 3                                       | 4                            | 5                               |

#### ***Future Tasks***

25. What new tasks do you see emerging during the next five years? \_\_\_\_\_

### **Present and Future Training Needs**

Do you feel that you would benefit from receiving training in the following areas:

26. communication? Yes ☐ No ☐

27. staff appraisal? Yes ☐ No ☐

28. motivation? Yes ☐ No ☐

29. handling conflicts? Yes ☐ No ☐

30. Counselling? Yes ☐ No ☐

31. Supervision? Yes ☐ No ☐

32. resource management? Yes ☐ No ☐

33. curriculum management? Yes ☐ No ☐

34. subject renewal? Yes ☐ No ☐

35. dealing with parent, Governors, Ministry Officials, and other external agencies? Yes ☐ No ☐

36. Other needs (Please specify) \_\_\_\_\_

#### **Ways of Meeting Training Needs**

37. Do you think that the Government should set up a national training centre for senior staff of schools to include senior heads of departments, senior masters/mistresses, deputy principals, and principals? Yes ☐ No ☐

38. If yes, why do you think so? If no, why not? \_\_\_\_\_

39. Through what mechanisms would you like to see the training needs that you have identified being met? Would it be through:

(a) attending external courses with other heads of departments? Yes ☐ No ☐

(b) participation in distance teaching programmes? Yes ☐ No ☐

(c) coaching from senior staff? Yes ☐ No ☐

(d) in-school training? Yes ☐ No ☐

(e) other needs? (Please specify) \_\_\_\_\_

40. What type of trainers should lead the training programmes? Should they include:

(a) senior officials from the Ministry of Education? Yes ☐ No ☐

(b) academic staff from the local university? Yes ☐ No ☐

(c) inspectors of schools? Yes ☐ No ☐

(d) experienced school principals or deputy principals? Yes ☐ No ☐

(e) people from commerce and industry? Yes ☐ No ☐

(f) other trainers? (Please specify) \_\_\_\_\_

#### **Selection of Heads of Departments**

41. As far as you know, was your appointment as a head of department of this school based on your:

(a) length of teaching service? Yes ☐ No ☐

(b) teaching ability? Yes ☐ No ☐

(c) qualifications? Yes ☐ No ☐

(d) a combination? Yes ☐ No ☐

(e) other qualities? (Please specify) \_\_\_\_\_

42. Was your present post advertised when it became vacant? Yes ☐ No ☐

43. If yes, when you applied for your present job, were you interviewed or seen by administrators? Yes ☐ No ☐

44. Do you think that the post of head of department should carry a special salary scale? Yes ☐ No ☐

45. If yes, why? If no, why not? \_\_\_\_\_

If you wish to add further information relating to this study, please do so in the space provided below.

**THANK YOU FOR YOUR ASSISTANCE IN THIS STUDY**

## **Appendix E**

### **Sample of Letters Asking for Permission to Conduct the Study**

23rd December, 1993.

To:  
[Principals]

Dear Principal,

Abdullah Lampoh, who is a member of the academic staff of the University of Brunei Darussalam, is spending three years with us here in Bristol to undertake a research programme leading to the award of a Ph.D degree of this university. His research is concerned with helping to develop the management expertise of principals, deputy principals, senior masters/mistresses, and heads of departments of secondary schools in Brunei Darussalam. In order to help him do this however, he needs to interview a sample of principals, to ask a sample of deputy principals to keep a diary for a three or five day period, and to get a sample of senior masters/mistress and heads of departments to complete a short questionnaire. I am writing to ask you therefore, if you would agree to be interviewed, and if you would agree to your deputies, senior masters/mistress and heads of departments taking part in the study. The interview with you would take about one and a quarter hours and a completion of the diary and questionnaire will not be too demanding. If you would agree to this request I would be very grateful as I hope that the study will make a useful contribution to the development of senior staff in your country. All information provided will be treated in the strictest confidence.

If you have any questions relating to this request please do not hesitate to contact me at the above address or contact Abdullah direct at the following address:

11 Lime Grove  
Alveston  
Bristol BS12 2PN  
ENGLAND  
Tel: (0454) 411587

Abdullah intends to visit Brunei Darussalam from mid March to end of May and from mid July to end of September. He will contact you soon to arrange a specific date when he could see you, should you be willing to contribute to the study.

Yours sincerely,

**Peter Taylor**  
**Senior Lecturer in Education**

23rd December, 1993.

To:  
[Non-Senior Staff Respondents]

Dear \_\_\_\_\_,

Abdullah Lampoh, who is a member of the academic staff of the University of Brunei Darussalam, is spending three years with us here in Bristol to undertake a research programme leading to the award of a Ph.D degree of this university. His research is concerned with helping to develop the management expertise of principals, deputy principals, senior masters/mistresses, and heads of departments of secondary schools in Brunei Darussalam. In order to help him do this however, he needs to interview a sample of non-senior staff respondents who are closely connected with secondary schooling. I am writing to ask you therefore, if you would agree to be interviewed. The interview would take about one and a quarter hours. If you would agree to this request I would be very grateful as I hope that the study will make a useful contribution to the development of senior staff in your country. All information provided will be treated in the strictest confidence.

If you have any questions relating to this request please do not hesitate to contact me at the above address or contact Abdullah direct at the following address:

11 Lime Grove  
Alveston  
Bristol BS12 2PN  
ENGLAND  
Tel: (0454) 411587

Abdullah intends to visit Brunei Darussalam from mid March to end of May and from mid July to end of September. He will contact you soon to arrange a specific date when he could see you, should you be willing to contribute to the study.

Yours sincerely,

**Peter Taylor**  
**Senior Lecturer in Education**

## Appendix F

### Letters Granting Permission to Conduct the Study

Cable : MIEDUBRUNEI  
Telephone : 241511  
Fax : 244135

Rujukan Kami : DA/31  
Our Reference:

JABATAN PENTADBIRAN DAN  
PERKHIDMATAN-PERKHIDMATAN  
KEMENTERIAN PENDIDIKAN  
MINISTRY OF EDUCATION  
BANDAR SERI BEGAWAN 2046  
NEGARA BRUNEI DARUSSALAM

27 Ramadan 1414  
10hb Mac 1994

Yang Mulia  
Awang Haji Abdullah bin Lampoh  
11 Lime Grove  
Alveston  
Bristol BS12 2PN  
UNITED KINGDOM

Awang

Dengan hormatnya merujuk surat bertarih 23hb Disember 1994 sukacita dimaklumkan bahawa saya tidak ada halangan bagi Awang untuk menemuduga diantara 19hb Mac 1994 hingga 19hb Mei 1994.

Sehubungan dengan ini, sukacita Awang akan dapat menghubungi saya sebelum Awang membuat perjumpaan ini.

Sekian, Wassalam.

"BERSAMA MENJAYAKAN PERLAKSANAAN  
SISTEM PENILAIAN PRESTASI KAKITANGAN"



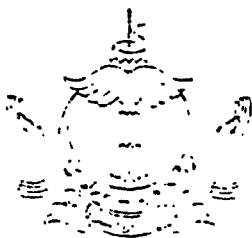
[HAJI SAJI BIN HAJI MUDIN]  
Pengarah Pentadbiran dan Perkhidmatan-Perkhidmatan  
Kementerian Pendidikan  
NEGARA BRUNEI DARUSSALAM

s.k Pendaftar dan Setiausaha, Universiti Brunei Darussalam

HSJM/hdhk.

Cable Address:  
"KENADZIRAN BRUNEI"

TEL 225501 - 225502



جباتن كناظيران

JABATAN KENAZIRAN SEKOLAH-SEKOLAH  
KEMENTERIAN PENDIDIKAN  
BANDAR SERI BEGAWAN 1170  
NEGARA BRUNEI DARUSSALAM  
(Department of Schools Inspectorate)  
BRUNEI DARUSSALAM

Bil :

JK/A/79 (81).

Ref : .....

Tarikh : 5 Februari 19 94

Hj Abdullah Hj Awang Lampoh,  
11 Lime Grove,  
Alveston,  
Bristol BS 12 2PN,  
United Kingdom.

Tuan Haji,

Per: Kajian Ph.D Mengenai "Developing Management Expertise Of  
Secondary School Leaders In Brunei Darussalam."

Dengan hormatnya merujuk surat Tuan Haji bertarikh 17 Januari 1994 mengenai menemuramah (interview) pegawai-pegawai di jabatan ini bagi perkara di atas sukacita memaklumkan bahawa jabatan ini tidak ada halangan. Pegawai-pegawai yang dicadangkan untuk ditemuramah adalah seperti berikut:-

Awg Lim Jock Cheng  
Awg Mohd Aliddin bin Abd Ghani

Sehubungan dengan ini Tuan Haji adalah diharap, akan dapat mengurus tarikh dan masa menemuramah mereka apabila Tuan Haji berada di Negara Brunei Darussalam nanti.

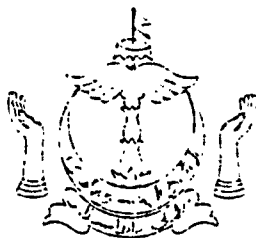
Sekian terima kasih.

"BERSAMA MENJAYAKAN PELAKSANAAN  
SISTEM PENILAIAN PRESTASI KAKITANGAN"

Dengan hormat,

(AWG. LIM JOCK CHENG)  
Pegawai Pelajaran Kanar,  
bp. Pengarah Kenaziran Sekolah-Sekolah.





TELEX : DIREduc BU2577  
TELEPHONE : 241511

جباثن سکولہ  
کمنتین قندییقن  
نکارا برونی دارالسلام

JABATAN SEKOLAH-SEKOLAH  
KEMENTERIAN PENDIDIKAN  
NEGARA BRUNEI DARUSSALAM

Rujukan Kami: KP/M/S/PT/A/86  
Our Reference:

Department of Schools  
Ministry of Education  
BRUNEI DARUSSALAM

Yang Mulia  
Awang Abdullah bin Haji Awang Lampoh  
4 Cooks Close  
Bradley Stoke,  
Bristol BS12 OBA,  
UNITED KINGDOM.

Awang,

KAJIAN Ph D MENGENAI "MANAGEMENT DEVELOPMENT OF  
SECONDARY SCHOOL LEADERS IN BRUNEI DARUSSALAM"

---

Dengan hormat sukacita merujuk surat Awang bertarikh 5 Mei, 1994, mengenai perkara tersebut di atas.


Sehubungan dengan ini, sukacita dimaklumkan saya tidak ada halangan bagi Awang untuk meneruskan kajian berkenaan kepada sekolah-sekolah menengah yang belum sempat dilawati dan sekolah-sekolah menengah yang baru dan seterusnya menemuramah pengetua-pengetua yang berkenaan mulai akhir bulan Julai hingga Ogos ini nanti.

Sekian untuk makluman Awang.

Wassalam.

" BERSAMA MENJAYAKAN PELAKSANAAN  
SISTEM PENILAIAN PRESTASI KAKITANGAN "

Dengan hormat,

  
( HAJI MD JAMUDIN SAHAT )  
Penolong Pengarah (Menengah),  
Bahagian Menengah,  
Jabatan Sekolah-Sekolah,  
Kementerian Pendidikan,  
NEGARA BRUNEI DARUSSALAM.

HMJS/ni

# SEKOLAH SAINT JAMES

ST. JAMES'S SCHOOL  
NO.1 JALAN McKERRON  
P.O. BOX 79, KUALA BELAIT 6000,  
NEGARA BRUNEI DARUSSALAM

Cable: 'ANGCHU'  
Kuala Belait  
Fax: 03-335139  
Tel: 03-334372  
03-334827

Your Ref:

Our Ref: PURED/94(1)


Peter Taylor,  
University of Bristol,  
School of Education,  
35 Berkeley Square,  
BRISTOL BS8 1JA

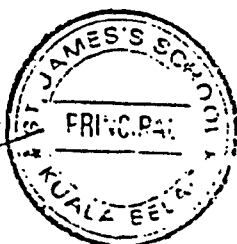
Dear Mr. Taylor,

Your letter dated 23 December 1993 is referred.

In order to help Mr Abdullah Lampoh in his research, I would agree to be interviewed and I would also agree my deputies and senior mistress and heads of department taking part in the study.

Yours sincerely,

  
ABDULLAH B OTHMAN  
Principal



AO/di

**ST. ANGELA'S SECONDARY SCHOOL**

P.O.Box 131, SERIA 7001, Negara Brunei Darussalam.

Telephone: SERIA 22284

....26th January.... 1994

Peter Taylor  
Senior Lecturer in Education  
11 Lime Grove  
Alveston  
Bristol BS12 2PN  
England.

Dear Sir,

Ref: Research programme - Mr. Abdullah Lampoh

Thank you very much for your letter dated 23.12.1993, regarding the research programme of Mr. Abdullah Lampoh. I have no objection for Mr. Abdullah Lampoh to interview me or any member of my staff. We are more than willing to give any assistance we can for his programme.

Thanking you.



Yours faithfully,

MR A A JOSEPH LESLIE  
PRINCIPAL



**ST. MARGARET'S SCHOOL**

TEL: 222411  
P. O. BOX 79, SERIA-7000,  
BRUNEI DARUSSALAM.

24th January, 1994

Hj. Abdullah Hj. Awang Lampoh,  
11 Lime Grove,  
Alveston,  
Bristol BS12 2PN,  
United Kingdom.

Dear Hj. Abdullah,

Re: "Developing Management Expertise of Secondary School  
Leaders in Brunei Darussalam": PhD Research Programme

With reference to your letter dated 17th January, 1994 we are  
pleased to oblige to your proposal for an interview on the above  
matter.

Yours sincerely,

Principal

## Appendix G

### Principals and Non-Senior Staff Respondents by Codes, Date and Time of Their Interviews and Aids Used

**Codes of Principals and Non-Senior Staff Respondents, Date and Time of Their Interviews and Aids Used**

| <b>P=Principal<br/>NSR= Non-Senior Staff<br/>Respondent</b> | <b>Date</b> | <b>Time</b>         | <b>Aid Used</b>         |
|---|-------------|---------------------|-------------------------|
| P1  | 28.3.94     | 2.25 - 3.45 PM      | Notes                   |
| P2  | 29.3.94     | 9.00 - 10.15 AM     | Notes                   |
| P3  | 6.4.94      | 2.00 - 3.15 PM      | Notes and Tape-recorder |
| P4  | 16.8.94     | 2.30 - 3.45 PM      | Notes and Tape-recorder |
| P5  | 4.4.94      | 10.00 - 11.30 AM    | Notes                   |
| P6  | 6.4.94      | 4.15 - 5.30 PM      | Notes and Tape-recorder |
| P7  | 4.4.94      | 7.50-8.15 AM        | Notes and Tape-recorder |
| P8  | 5.4.94      | 8.15 - 9.30 AM      | Notes and Tape-recorder |
| P9  | 4.8.94      | 2.50 - 3.15 PM      | Notes and Tape-recorder |
| P10   | 2.8.94      | 1.50 - 3.30 PM      | Notes and Tape-recorder |
| P11   | 27.7.94     | 8.20 - 9.35 AM      | Notes and Tape-recorder |
| P12   | 27.7.94     | 10.00 - 11.30 AM    | Notes and Tape-recorder |
| P13   | 23.8.94     | 10.30 - 11.45 AM    | Notes and Tape-recorder |
| P14   | 8.8.94      | 2.35 - 4.00 PM      | Notes and Tape-recorder |
| P15   | 1.8.94      | 3.00 - 5.00 PM      | Notes and Tape-recorder |
| P16   | 1.8.94      | 1.00 - 2.30 PM      | Notes and Tape-recorder |
| P17   | 2.8.94      | 9.00 - 10.30 AM     | Notes and Tape-recorder |
| P18   | 1.8.94      | 10.30 AM - 12.00 PM | Notes and Tape-recorder |
| P19   | 5.4.94      | 8.30 - 9.15 PM      | Telephone               |
| P20   | 30.3.94     | 2.00 - 3.30 PM      | Notes and Tape-recorder |
| P21   | 30.3.94     | 11.30 AM - 12.45 PM | Notes and Tape-recorder |
| P22   | 8.8.94      | 8.00 - 9.45 AM      | Notes and Tape-recorder |
| P23   | 30.3.94     | 7.30 - 8.45 AM      | Notes and Tape-recorder |
| P24   | 8.8.94      | 10.30 AM - 12.30 PM | Notes and Tape-recorder |
| P25   | 31.3.94     | 10.30 AM - 12.00 PM | Notes and Tape-recorder |
| P26   | 1.8.94      | 8.00 - 9.30 AM      | Notes and Tape-recorder |
| P27   | 5.4.94      | 10.15 - 11.30 AM    | Notes and Tape-recorder |
| P28   | 6.4.94      | 8.00 - 9.30 AM      | Notes and Tape-recorder |
| P29   | 6.8.94      | 10.30 AM - 12.00 PM | Notes and Tape-recorder |
| NSR1  | 2.4.94      | 10.15 - 11.50 AM    | Notes                   |
| NSR2  | 2.4.94      | 3.00 - 4.15 PM      | Notes and Tape-recorder |
| NSR3  | 10.8.94     | 2.00 - 4.00 PM      | Notes and Tape-recorder |
| NSR4  | 10.8.94     | 8.20 - 10.00 AM     | Notes and Tape-recorder |
| NSR5  | 9.8.94      | 10.00 AM - 12.00 PM | Notes and Tape-recorder |
| NSR6  | 13.8.94     | 10.00 AM - 12.00 PM | Notes and Tape-recorder |

## Appendix H

### Deputy Principals by Codes and the Number of Days the Diaries They Kept

**Deputy Principals by Codes and the Number of Days the Diaries They Kept**

| <b>DP=Deputy Principal</b>   | <b>Number of Days the Diaries Were Kept</b> | <b>Total</b> |
|--|---|--------------|
| DP26   | 1   | 1            |
| DP21 DP31  | 2   | 2            |
| DP1 DP3 DP4 DP5 DP6 DP7 DP8<br>DP9 DP10 DP11 DP12 DP13 DP14<br>DP15 DP16 DP18 DP20 DP22 DP23<br>DP24 DP25 DP27 DP29 DP30 | 3   | 24           |
| DP2 DP17 DP19 DP28   | 4   | 4            |
| <b>31</b>  | <b>Total</b>                                | <b>31</b>    |

## Appendix I

### Senior Masters/Mistresses and Heads of Departments Who Completed the Questionnaires and Their Respective Schools by Codes

**Details of Questionnaires: Codes for School, Senior Masters/Mistresses, and Heads of Departments**

| SM=Senior Master/Mistress   | HOD=Head of Department  | SC=School | No. |
|---|---|-----------|-----|
| SM1<br>SM2<br>SM3<br>SM4  | HOD1<br>HOD2<br>HOD3<br>HOD4<br>HOD5<br>HOD6<br>HOD7<br>HOD8<br>HOD9<br>HOD10<br>HOD11<br>HOD12                   | SC1       | 1   |
| SM5<br>SM6<br>SM7<br>SM8  | HOD13<br>HOD14<br>HOD15<br>HOD16<br>HOD17<br>HOD18<br>HOD19<br>HOD20<br>HOD21<br>HOD22                            | SC2       | 2   |
| SM9<br>SM10<br>SM11<br>SM12<br>SM13<br>SM14<br>SM15<br>SM16<br>SM17 | HOD23<br>HOD24<br>HOD25<br>HOD26<br>HOD27<br>HOD28<br>HOD29<br>HOD30<br>HOD31<br>HOD32<br>HOD33<br>HOD34          | SC3       | 3   |
| SM18<br>SM19<br>SM20<br>SM21  | HOD35<br>HOD36<br>HOD37<br>HOD38<br>HOD39<br>HOD40<br>HOD41<br>HOD42<br>HOD43<br>HOD44<br>HOD45<br>HOD46<br>HOD47 | SC4       | 4   |
| SM22<br>SM23<br>SM24<br>SM25  | HOD48<br>HOD49<br>HOD50<br>HOD51<br>HOD52<br>HOD53<br>HOD54<br>HOD55<br>HOD56                                     | SC5       | 5   |

[Continued next page]

|  |  |      |    |
|--|--|------|----|
| SM26<br>SM27<br>SM28<br>SM29                                 | HOD57<br>HOD58<br>HOD59<br>HOD60<br>HOD61<br>HOD62<br>HOD63<br>HOD64<br>HOD65<br>HOD66<br>HOD67<br>HOD68                       | SC6  | 6  |
| SM30<br>SM31<br>SM32<br>SM33                                 | HOD69<br>HOD70<br>HOD71<br>HOD72<br>HOD73<br>HOD74<br>HOD75<br>HOD76<br>HOD77  | SC7  | 7  |
| SM34<br>SM35<br>SM36<br>SM37<br>SM38<br>SM39                 | HOD78<br>HOD79<br>HOD80<br>HOD81<br>HOD82<br>HOD83<br>HOD84<br>HOD85<br>HOD86<br>HOD87<br>HOD88                                | SC8  | 8  |
| SM40<br>SM41<br>SM42<br>SM43<br>SM44<br>SM45                 | HOD89<br>HOD90<br>HOD91<br>HOD92<br>HOD93<br>HOD94<br>HOD95<br>HOD96<br>HOD97<br>HOD98<br>HOD99<br>HOD100                      | SC9  | 9  |
| SM46<br>SM47<br>SM48<br>SM49<br>SM50<br>SM51<br>SM52<br>SM53 | HOD101<br>HOD102<br>HOD103<br>HOD104<br>HOD105<br>HOD106<br>HOD107<br>HOD108<br>HOD109<br>HOD110                               | SC10 | 10 |
| SM54<br>SM55<br>SM56<br>SM57                                 | HOD111<br>HOD112<br>HOD113<br>HOD114<br>HOD115<br>HOD116<br>HOD117<br>HOD118<br>HOD119<br>HOD120<br>HOD121<br>HOD122<br>HOD123 | SC11 | 11 |

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|                                      |  |      |    |
|--------------------------------------|--|------|----|
| SM58<br>SM59<br>SM60                 | HOD124<br>HOD125<br>HOD126<br>HOD127<br>HOD128   | SC12 | 12 |
| SM61<br>SM62<br>SM63<br>SM64         | HOD129<br>HOD130<br>HOD131<br>HOD132<br>HOD133<br>HOD134   | SC13 | 13 |
| SM65<br>SM66<br>SM67                 | HOD135<br>HOD136<br>HOD137<br>HOD138<br>HOD139   | SC14 | 14 |
| SM68<br>SM69<br>SM70<br>SM71<br>SM72 | HOD140<br>HOD141<br>HOD142<br>HOD143<br>HOD144   | SC15 | 15 |
| SM73<br>SM74                         | HOD145<br>HOD146<br>HOD147<br>HOD148<br>HOD149<br>HOD150<br>HOD151<br>HOD152<br>HOD153<br>HOD154<br>HOD155<br>HOD156 | SC16 | 16 |
| SM75<br>SM76<br>SM77                 | HOD157<br>HOD158<br>HOD159<br>HOD160<br>HOD161<br>HOD162<br>HOD163<br>HOD164   | SC17 | 17 |
| SM78                                 | HOD165<br>HOD166<br>HOD167<br>HOD168   | SC18 | 18 |
| No Senior Master/Mistress            | No Head of Department  | SC19 | 19 |
| No Senior Master/Mistress            | HOD169<br>HOD170<br>HOD171   | SC20 | 20 |
| No Senior Master/Mistress            | HOD172<br>HOD173<br>HOD174<br>HOD175<br>HOD176<br>HOD177   | SC21 | 21 |
| SM79                                 | HOD178<br>HOD179<br>HOD180<br>HOD181<br>HOD182<br>HOD183   | SC22 | 22 |

[Continued next page]

|                           |  |      |       |
|---------------------------|--|------|-------|
| SM80<br>SM81              | HOD184<br>HOD185<br>HOD186<br>HOD187<br>HOD188<br>HOD189                     | SC23 | 23    |
| No Senior Master/Mistress | HOD190<br>HOD191<br>HOD192   | SC24 | 24    |
| No Senior Master/Mistress | HOD 193<br>HOD194<br>HOD195  | SC25 | 25    |
| SM82                      | No Head of Department  | SC26 | 26    |
| SM83<br>SM84              | HOD196<br>HOD197<br>HOD198<br>HOD199<br>HOD200                               | SC27 | 27    |
| SM85<br>SM86              | HOD201<br>HOD202<br>HOD203<br>HOD204<br>HOD205                               | SC28 | 28    |
| SM87                      | HOD206<br>HOD207<br>HOD208<br>HOD209<br>HOD210<br>HOD211<br>HOD212<br>HOD213 | SC29 | 29    |
| 87                        | 213  | 29   | Total |

## Appendix J

### Ministry of Education Memorandum Advertising Vacant Posts of Deputy Principals

#### MEMORANDUM

DARIPADA : Penolong Pengarah (Menengah),  
Kementerian Pendidikan, Negara Brunei Darussalam.  
KEPADA : Pengetua, Sekolah-Sekolah Menengah/Maktab-Maktab,  
Negara Brunei Darussalam.

1 Jamadil Akhir, 1414  
Tarikh : 15 November, 1993

Ruj. Kami : KP/M/F/(B)/Pt.4(11)

Ruj. Tuan :

SURAT KELILING KEMENTERIAN PENDIDIKAN BILANGAN:  
1/64/93

LANTIKAN TIMBALAN PENGETUA SEKOLAH MENENGAH

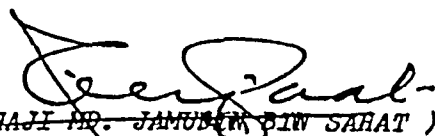
Dengan penuh hormat dan sukacita bersama ini di-  
edarkan salinan bergambar perkara yang tersebut  
diatas, rujukan: KP/DS/50 bertarikh 9 November,  
1993 bersamaan dengan 24 Jamadil Awal, 1414.

Sekian untuk perhatian dan tindakan Cikgu selanjut-  
nya.

Wassalam.

" BERSQPAN SANTUN BUDAYA KERJA "

" BERSAMA MENJAYAKAN PELAKSANAAN SISTEM PENILAIAN  
PRESTASI KAKITANGAN "

  
( RAJI MD. JAMUDIN BIN SARAT ),  
Penolong Pengarah (Menengah),  
Kementerian Pendidikan,  
Negara Brunei Darussalam.

HMJS/rimy

LANTIKAN TIMBALAN PENGETUA SEKOLAH MENENGAH

Kementerian Pendidikan mempelawa pemohon-pemohon yang terdiri daripada rakyat- Kebawah Duli Yang Maha Mulia Paduka Seri Baginda Sultan dan Yang DiPertuan Negara Brunei Darussalam untuk dilantik menjadi Timbalan Pengetua Sekolah Menengah.

KELAYAKAN DAN PENGELAMAN

1. Mempunyai sekurang-kurangnya ijazah pertama dan Diploma pendidikan atau Sijil Pendidikan atau Sijil Perguruan.
2. Mempunyai pengalaman mengajar tidak kurang dari lima (5) tahun.
3. Mempunyai pengalaman sebagai Guru Besar atau Guru Kanan atau Ketua Jabatan di Sekolah.
4. Mempunyai daya inisiatif dan kepimpinan yang terbukti.
5. Inovatif, bersedia dan sanggup melibatkan diri dalam kegiatan sekolah.

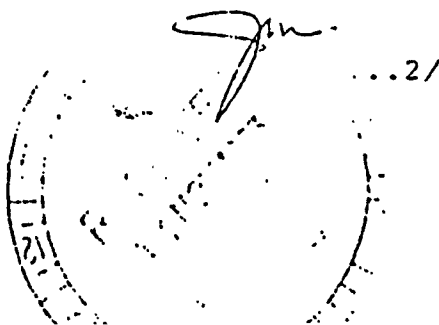
Gaji : G13 atau G15 tertakluk kepada gaji tanggagaji yang dipegang oleh pemohon yang berjaya.

Elaon : Dalam menjalankan tugas dan tanggungjawab ini dia akan dibayar Elaun Bulanan Tanggongjawab Timbalan Pengetua mengikut kaçar yang dibenarkan.

TUGAS DAN TANGGONGJAWAB TIMBALAN PENGETUA DILAMPIRKAN

AM:

Pemohon-pemohon yang berjaya dilantik dikehendaki bertugas disebelah pagi dan petang pada tiap-tiap hari bekerja dan mestilah bersedia bertugas dimana-mana sekolah menengah daerah di Negara Brunei Darussalam.




## Lampiran

### TUGAS DAN TANGGONGJAWAB

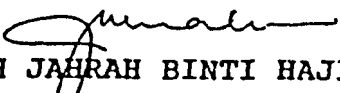
1. Bertanggungjawab kepada Pengetua tentang pentadbiran harian sekolah.
2. Menyediakan jadual waktu baru pada awal tiap-tiap tahun baru persekolahan setelah berunding dengan Pengetua dan Ketua Jabatan (Akademik). Juga bertanggungjawab bagi sebarang perubahan kepada jadual waktu dan mengatorkan pengganti-pengganti (relief duties).
3. Bertanggungjawab dalam organisasi/penyusunan Peperiksaan Dalaman dan Luaran (Awam) Sekolah. Dalam hal ini, dia juga memastikan agar pembuat/penyedia kertas soalan/pemereksan dilantik bagi peperiksaan-peperiksaan sekolah, jadual waktu peperiksaan disediakan tepat pada waktunya dan juga buku-buku penyata/rekod kemajuan penuntut diserahkan kepada Pengetua pada tempoh yang dikehendaki.
4. Memeriksa Buku Daftar Kedatangan penuntut pada penghujung tiap-tiap bulan; memastikan Guru-Guru Tingkatan untuk membetulkan sebarang kesalahan dan memberi tahu pengetua akan sebarang kesalahan/ketinggalan yang serius.
5. Membantu Pengetua dalam mengawasi/menyedia pengajaran mata-matapelajaran yang diajarkan oleh guru-guru; dan ini termasuklah melantik guru-guru tingkatan serta menerima dan mensahkan lantikan-lantikan Ketua Tingkatan dan Penolong Ketua Tingkatan daripada guru-guru kelas.
6. Perangkaan Bulanan - memastikan agar perangkaan ini dibuat dengan rapi dan betul dan dihantar kepada Bahagian Pendidikan Menengah, Jabatan Sekolah-Sekolah pada penghujung tiap-tiap bulan tanpa bertanggoh-tanggoh.
7. Disiplin kakitangan - melaporkan sebarang masalah dan pelanggaran etika kerja dan disiplin guru-guru dan kakitangan lainnya kepada Pengetua.
8. Membantu Pengetua dalam menangani disiplin penuntut dan melaporkan dengan segera perkara-perkara yang serius.
9. Mengawasi/menyedia tugas dan tanggungjawab Guru-Guru Kanan dan Ketua-Ketua Jabatan (Akademik).

10. Bahagian Kegiatan Luar - bertanggungjawab bagi memastikan agar Kegiatan Luar (ECA) berjalan dengan teratur dan sempurna disepanjang tahun dan mengawas guru-guru yang bertanggungjawab dan melantik Guru-Guru pengawas (ECA) setelah berunding dengan pengetua.
11. Melantik Ketua Penuntut Sekolah dan Asrama dan memanggil mesyuarat guru-guru dan Ketua-Ketua Penuntut.
12. Bertugas sebagai Setiausaha pada mesyuarat-mesyuarat guru-guru dan melantik seorang Setiausaha kepada mesyuarat Ketua-Ketua Jabatan (Akademik).
13. Membantu Pengetua dalam menyediakan Anggaran Belanjawaan Tahunan.
14. Membantu Pengetua memeriksa Buku Persediaan Mengajar Guru-Guru dan buku-buku rampaian penuntut-penuntut jika dan bila mana perlu.
15. Bersedia mengambil-alih tugas-tugas Pengetua semasa ketiadaannya.
16. Memastikan kelancaran perjalanan rancangan permakanan/kantin sekolah.
17. Membantu Pengetua dalam melaksanakan penilaian sekolah (School Self-Appraisal).
18. Mengajar serendah-rendahnya 9 - 12 waktu seminggu.
19. Lain-lain tugas yang diarahkan oleh Pengetua.



Peringatan:

Borang permohonan dan keterangan lanjut boleh didapati daripada Pejabat Pengarah Sekolah-Sekolah, Kementerian Pendidikan; dan borang yang telah lengkap diisi hendaklah dikembalikan ke Pejabat Pengarah Sekolah-Sekolah A313, Tingkat 3, Jabatan Sekolah-Sekolah tidak lewat daripada lhb. Disember, 1993.

  
[ DATIN HAJAH JAHRAH BINTI HAJI MOHAMAD ]  
bp: Pengarah Sekolah-Sekolah,  
Jabatan Sekolah-Sekolah,  
Kementerian Pendidikan,  
Negara Brunei Darussalam.

Rujukan : KP/DS/50

Tarikh : 9hb. November, 1993.

24 Jamadil Awal, 1414.